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ABSTRACT

The activities and outcomes of Rockland Community College's Special Services Project (SSP) are described in this report. First, introductory material explains that the SSP was designed to serve those students who entered the college with the most severe educational and economic needs through efforts including the College Skills Program and the English as a Second Language (ESL) Institute. Clientele characteristics and program sites are described next, followed by information on program activities in the areas of student assessment, curriculum development for skill acquisition, counseling services, cultural activities, staff development activities, and advisory committee efforts. Next, the report focuses on institutional impact, information dissemination to other colleges, and staff members. The report concludes with a project evaluation and summary, and recommendations. Extensive appendices include: (1) case studies; (2) sample learning contracts; (3) an account of "Mastery Learning through Clinical Instruction," by Janet R. Brown; (4) statements of objectives for three communication skills learning modules; (5) forms for skills assessment; (6) a taxonomy of communication skills; (7) arithmetic mastery tests and contract; (8) ESL curriculum reports; (9) counseling objectives and contract forms; (10) promotional materials for various SSP activities; and (11) consultants' reports. (EJV)

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SPECIAL SERVICES PROJECT

ROCKLAND COMMUNITY COLLEGE

1977 - 1980

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This report represents contributions by the Special Services Project staff and others who gave of their time and professional expertise to assist in preparing this comprehensive document.

Dr. Elaine Chapline, evaluation consultant, reviewed various raw data and Special Services Project reports, reanalyzed data where necessary and wrote the sections dealing with Characteristics of Clientele, Project Evaluation and Summary and Recommendations. Elaine Padilla interviewed former Special Services Project participants and wrote case studies dealing with the students. Howard Berry reviewed the sections of the report concerning the English As A Second Language Program. Dr. Janet Brown suggested the format for the report, read and reviewed each section of the document and provided encouragement throughout this project. Finally, Pat Diamond along with her demanding role of meeting the many needs of the Special Services Project students and staff, typed this report. To all of these people I owe a debt of gratitude and my most sincere thanks.

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PREFACE/OBJECTIVES

The Special Services Project at Rockland Community College was designed to serve those students who entered the college with the most severe educational and economic needs. The impetus for the project came from a 1976 study in which it was found that the students in the College Skills Program and the English As A Second Language Institute who suffered from concomitant educational and economic needs were least likely to complete the College Skills Program or the English As A Second Language Institute, to enter the college mainstream or to graduate from Rockland Community College. These findings were of special concern since the college was committed to open admissions and made deliberate attempts to provide post secondary educational services to any adult resident of Rockland County who wanted to enroll in the college. Through its satellite centers (renamed Local Learning Centers) in Haverstraw, Nyack and Spring Valley the college attracted clientele who for various reasons would have been unable to attend college at the main campus in Suffern. And through its attitude toward financial aid the college made access to higher education a reality for many people for whom college had been just a dream. Rockland Community College's position was that every admitted student might be eligible for some type of financial assistance and financial aid counseling was readily available for all students who applied. Although Rockland County is the smallest county in the state of New York (in area) it still enrolls one of the largest proportions of the county population in the state and its Educational Opportunity Program is the second largest in New York State.

In analyzing the implications of the findings from the 1976 study we were challenged by the statement of K. Patricia Cross (1976) in which she stated:

> The primary goal of the Access Model has been the correction of social injustices.....The weakness of the Access Model, however, is that it concentrates on attaining minimum rights rather than

> maximum opportunities; it involves administrative rather than instructional activities; and the demographic variables used to describe the new learners are of dubious value in planning educational programs. (p.5)

And her conclusion succinctly reflected that of the College Skills Program and English As A Second Language Institute staffs when she stated:

> ..... But is is time to get on with the task of developing a Learning Model for higher education that will maximize the development of the rich variety of individual talents brought to higher education through the success of the Access Model. We can do this.....by individualizing education with respect to pacing, cognitive style and curricular content. (1976, p. 10)

The College Skills Program, the remedial/developmental program at Rockland Community College, has been in existence at the college since 1967. It began as a series of summer session remedial courses which were required for selected entering freshmen, shifting to a summer compensatory program administered through the Psychology Department in 1964, a year round remedial program administered through the Psychology Department in 1968 and finally to a remedial/developmental program with it's own Coordinator and staff in 1972. These administrative shifts reflected the need for change resulting from the combination of opening college entry to new non traditional clientele while at the same time serving more traditional clientele who were entering the college with lower skills in reading, writing and mathematics. Not only was the College Skills Program enrolling increasing numbers of students, but it was retaining students longer because they entered with greater deficiencies which needed to be remediated before they could achieve the competencies necessary for entry into freshmen level courses.

The English As A Second Language Institute was the outgrowth of the need for more specialized instruction in English Language development for the non English dominant students. Although these students had been served in special sections of the College Skills Program the increasing migration of Haitians and Hispanics into Rockland County and the college's commitment to international education indicated that the population would increase and that a separate program would be feasible.

Although Rockland Community College was aware of the necessity for separate programs to best serve students it made many attempts to avoid discriminating against the students. Students in the College Skills Program and English As A Second Language Institute could be fully matriculated, were eligible for financial aid, and were allowed to participate in all student activities including college athletics.

In keeping with the philosophy of the college, the Special Services Project was designed to be integrated into existing programs. However, it was designed to provide the additional support services not currently provided through the College Skills Program or the English As A Second Language Institute, but necessary to meet the needs of this new clientele. While the target population included students with both educational and economic need, it also included students in the College Skills Program and the English As A Second Language Institute who met the eligibility criteria based on educational need alone.

The strength of this Special Services model was the opportunity for articulation between the Special Services Project staff and the Rockland Community College faculty, staff and administration. This interaction provided the opportunity for change and development within the College Skills Program, the English As A Second Language Institute and other areas of the college as well. While Special Services Projects at other institutions are often separate entities outside the mainstream of the institution, the Special Services Project at Rockland was built into existing college programs expected to remain after the duration of the project. Therefore, the potential impact of the project could be substantial.

As a result, in this report we focus on both the project objectives and the impact of the project on the College - 1977-1980.

The specific objectives of the Special Services Project were as follows:

1. Participants will be selected on the basis of a comprehensive needs assessment.

2. Participants will begin to build awareness of careers and the competencies and training sequences demanded for these careers.

3. Participants will show significant improvement in reading (vocabulary and comprehension).

4. Participants will begin to understand the relationship between oral and written communication and will begin to improve their oral and written communication.

5. Participants will show significant improvement in mathematics.

6. Participants with limited English speaking ability will begin to improve their skills in oral and written English.

7. Participants will show significant improvement in the rate of retention in college.

8. The project and participants will receive college support and cooperation.

I. CHARACTERISTICS OF CLIENTELE

Students who participated in the Special Services Project were selected on the basis of their limited reading achievement or English Language proficiency. Those who took part in the College Skills (CS) sections, designed for students with deprived educational backgrounds, had scores less than or equal to a 9.9 grade equivalent on the Nelson Denny Reading test. Those in the English As A Second Language (ESL) sections had scores indicating less than 80% mastery on the English Language Institute Test. All participants were U. S. citizens, permanent residents, or on special immigration status (e.g. refugee).

During the second year of the project, a financial aid criterion (i.e. receiving financial aid through the College) was added for non English dominant students' admission to the program. This addition was made to ensure that the most needy of the eligible students would be selected to receive services. During the third year of the project, an additional reading criterion was added for admission into the College Skills sections, i.e. a score of higher than 4.0 grade equivalent on the Gates-MacGinitie Reading Test. This excluded students with tested reading achievement at the primary level. Since the prognosis of successful reading skill acquisition within a reasonable period of time was not possible for that small group of studentswho had such limited reading skill, they were no longer included in the program.

Year one Special Services Project students (N=308) were drawn in equal numbers from the college's population of students with limited English language ability, English As A Second Language (N=154) and with deprived educational backgrounds, College Skills (N=154). There were 134 (44%) males and 174 (56%) females. The group included one American Indian/Alaska Native, four Asian/Pacific Islanders, 113 Blacks, 125 Hispanics and 65 White, other than Hispanic. The ages of the total group ranged from 17 to 60. The English As A Second Language groups's mean age was 26 (median =23) and the College Skills groups' mean age was 24 (median = 21).

Year two students (N = 318) included 179 (56%) who were in the College Skills and 139 (44%) in the English As A Second Language programs. There were 134 (42%) males and 184 (58%) females. The group included two American Indian/Alaska Natives, three Asian/Pacific Islanders, 119 Blacks, 106 Hispanics and 88 White, other than Hispanic. The ages of the English As A Second Language group ranged from 16 to 63 with a mean age of 29 (median = 26), while those of the College Skills group ranged from 17 to 50, with a mean of 22 (median = 19).

Year three students (N=294) included 161 (55%) in the College Skills program and 133 (45%) in the English As A Second Language sections. There were 124 (42%) males and 170 (58%) females. Ethnically, the group consisted of three American Indian/Alaska Natives 13 Asian/Pacific Islanders, 116 Blacks, 79 Hispanics and 83 Whites, other than Hispanic. The ages of the English As A Second Language group ranged from 17 to 63 with a mean age of 27 (median = 25), while those for the College Skills group ranged from 16 to 46 with a mean of 21 (median = 19).

In summary, the students served by the Special Services Project were an ethnically diverse group who clearly had educational skill deficits and financial need. The English As A Second Language group, throughout the project, tended to be older than the College Skills group.

Among this diverse group of students some characteristics tended to cluster to produce a kind of typology of students. These "types" are represented in a series of case studies designed to portray the student group. (See Appendix A)

One variable that is of interest since it may relate clearly to students' satisfaction with their college program of study is students' expectations.

Students' expectations were examined during the fall of 1980 using a survey designed for that purpose (Hartman-Haas, 1980b). Students were asked to respond to a series of two yes-no items, two free response items and 11 agree-disagree items. A total of 82 students participated in this survey. Twenty-four percent of the respondents had expected to enter College Skills when they applied for admission to Rockland Community College, while 73% did not expect to do so and 2% were uncertain. Few had heard about the program before they entered Rockland Community College; only 11% had both heard about the program and anticipated entering it before they were admitted to Rockland Community College. Among those who had heard of the College Skills program, 37% heard that it "helps prepare you for college", while 16% had heard that it "does not give credit for courses" and "wastes time and money". Eleven percent had heard that it is a "way to get a high school diploma", "low level and minority students comprise the program" etc. and another 30% had neutral attitudes toward the program.

Students were asked to respond to one of two completion items: I belong in the College Skills Program because, or I don't really belong in the College Skills Program because. A considerable number of students (62%) stated that they belong in College Skills because they need to develop their academic skills. In explaining why they belong in College Skills, 53% indicated that they need to improve general academic skill weakness and 47% named a specific area of skill they felt they needed to develop, i.e. 23% cited writing, 17% reading, 9% English and so on. Having not done well in high school was named by 12% and having failed the placement test by 11% of the students in explaining why they belonged in College Skills.

Approximately one-quarter of the College Skills students stated they felt they didn't belong in the program. Among the reasons cited were: could succeed in college mainstream (7%), already know what they're being taught (7%), do not need extra courses (4%), did acceptable work in high school (4%) etc.

In response to the item "What I would like to get out of College Skills Program is", students most frequently specified a particular skill or skill area (26%), while 20% indicated success in college, 11% general skill improvement, 10% whatever is needed to get out of the program. Five or less percent said: everything possible, improved feelings about school, high school diploma, knowledge and so on.

Students' responses to the agree-disagree items revealed generally positive attitudes. Seventy-five percent agreed that "College Skills helps students make it through Rockland Community College", 84% agreed that "College Skills placement means I can improve my reading, writing and math skills" and disagreed (78%) that College Skills "is a waste of time and money", and that (63%) "College Skills placement turned me off to Rockland Community College". There was considerable sentiment that the College Skills courses should carry credit revealed in 85% agreeing that "College Skills should give credit like other courses" and 69% "No credit for College Skills courses turned me off to the program". The limitation of participation in College Skills was reflected in 72% of the students agreeing that "College Skills placement prevents me from taking courses I want".

An interesting picture emerged from responses to questions that dealt with students' expectations of how long they would be students at Rockland Community College.

Fifty-nine percent indicated that "I expect to stay at Rockland Community College until I get a certificate or degree", and 67% disagreed with "I only expect to stay at Rockland Community College one year, while 61% disagreed that "If I'm not out of College Skills in one semester I will leave Rockland Community College". While approximately two-thirds have indicated that they aren't planning to leave Rockland Community College prematurely, one-third responded in a way which indicated that they didn't expect to complete degree or certificate programs, and that they were giving themselves one semester in which to "shape up" in College Skills. These particular expectations may have implications for program attrition since they suggest less than a firm commitment to pursuing formal education at the present time.

In summary, while many students didn't know about College Skills before they were admitted to Rockland Community College and may have thought that they could manage to succeed on their own, positive attitudes toward the College Skills program were expressed by the students. They seem to have developed an appreciation for what the program offers and may also have developed a more accurate awareness of their academic needs.

II. PROGRAM SITES

The Special Services Project served students enrolled in the College Skills Program and English Language Institute (English As A Second Language Program) located at the Main Campus in Suffern, New York and at Satellite centers (renamed Local Learning Centers) in Haverstraw, Nyack and Spring Valley. College Skills Program courses were provided at the Kings Daughters Library in Haverstraw and English As A Second Language Institute courses were offered at the Haverstraw Ecumenical Project Building. During the duration of the project College Skills Program courses were discontinued in Haverstraw and additional locations in Haverstraw were developed for the English As A Second Language Institute (English As A Second Language Program). These included The Middle School, The United Methodist Church and the Downtown Center (HUMM Building).

The Nyack Campus consisted of converted office space in two commercial buildings in downtown Nyack and the Spring Valley Campus was located in a former elementary school at 96 North Main Street.

III. DESCRIPTION OF PROGRAM

A. Needs Assessment

The college had established procedures and policies for placement into the College Skills Program and the English As A Second Language Institute courses. It became apparent to the faculty in the two programs, however, that there was a wide diversity of entry skill level and that in order to accurately place the students in courses within the programs it was necessary to develop a needs assessment system. More refined needs assessment processes were especially important in identifying the Special Services Project participants and in determining the further curriculum development and program changes which would be necessary to meet the needs of the project participants.

Although refinements were made in the needs assessment system throughout the duration of the project, the major components of the system remained the same throughout the three years. Initial needs assessment provided for placement into the College Skills Program modules and the English As A Second Language Institute courses. A two-day process was designed for all College Skills Program students. On the first day students were asked to take the Nelson-Denny Reading Test Form A, the Rockland Community College English Placement Examination and the Rockland Community College Mathematics Placement Examination. On the second day each student returned for an individual conference with a College Skills instructor who presented the test results to the student and explained why the student had been placed in a particular Communication Skills module or Mathematics Skills section. Some students were also given the Gates-MacGinitie Reading Test or the College Skills Program Arithmetic Test for additional placement information. The student then met with a master counselor or counselor/tutor who discussed vocational objectives and options and the estimated number of semesters a student was likely to be in the College Skills Program and assisted the student in selecting courses and completing the registration process.

All students who enrolled in the English As A Second Language Institute were given the English Language Institute Examination (in-house objective test) and a writing sample. Program faculty placed students in the English As A Second Language Institute courses and assisted them in the selection of other college courses and in the completion of the registration process.

Initial needs assessment for the College Skills Program was scheduled during the summer months as well as during college registration periods. Needs assessment for the English As A Second Language Institute was scheduled during college registration periods only.

The Special Services Project was committed to serve those students from the College Skills Program and the English As A Second Language Institute with the most severely deprived educational backgrounds or limited English-speaking ability. Therefore, project participants were selected during initial needs assessment on the basis of test scores on the Nelson-Denny Reading Test Form A or the English Language Institute Test. In the first year of the project a total of 301 students were tested in the College Skills Program, 251 were tested in the English As A Second Language Institute and 308 were chosen as Special Services Project participants (154 from College Skills Program and 154 from English As A Second Language Institute).

In the second year of the project 343 students were tested in the College Skills Program and 179 were selected as Special Services Project participants. Enrollment in the English As A Second Language Institute increased substantially, thus resulting in a larger pool of potentially eligible participants for the Special Services Project. Since the Special Services Project was committed to serve a maximum of 300 students from the two programs and we attempted to select fairly equal numbers of students from each program, we found it necessary to add another cirterion to the selection of the Special Services Project participants from the English As A Second Language Institute. Remaining consistent with the philosophy and purposes of the Special Services legislation, we added financial need as a second condition of eligibility as determined by the financial aid programs available to students (BEOG,TAP, EOP). From the 385 students in the English As A Second Language Institute we selected 139 for participation in the project.

In the final year of the project Special Services Project participants from the College Skills Program again were selected on the basis of test results on the Nelson-Denny Reading Test Form A. However, some students who scored especially low on the test were excluded from the Special Services Project and were served through specially designed individualized modules in the College Skills Program. A total of 267 students participated in needs assessment and 161 were selected for the project. The criteria for selection of Special Services Project participants from the English As A Second Language Institute remained the same as in the previous year. A total of 353 students were tested in the English As A Second Language Institute and 133 were included in the project.

Initial needs assessment was designed to identify the project participants and to assure proper placement into the College Skills Program and the English As A Second Language Institute courses. However, secondary or on-going needs assessment was necessary to provide more extensive diagnosis and evaluation of students' skills and attitudes in order to maximize their success in college. Students in the College Skills Program were assigned to Freshman Seminar (replaced by Life Skills Seminar) sessions conducted by master counselors and counselor/tutors and students in the English As A Second Language Institute enrolled in Freshman Seminar (replaced by Life Skills Seminar) sessions conducted in English or met for individual appointments with bilingual master counselors and counselor/tutors to examine their special needs in more detail. Together the master counselors and project participants from the College Skills Program drew up a Contract for Educational Services which included commitments by both the college and the student designed to help the student succeed in college. The contract, signed by the student and master counselor, was filed with the Project Director. The contracts could be revised at any time by mutual agreement with the knowledge of the Project Director who was responsible for the college's part of the contract agreement. Periodic review of the progress toward the agreed-upon goals was the responsibility of the Project Director, but achievement of the goals accepted by the student was considered the student's responsibility. If students could not meet agreed upon goals the contract was revised so that the student and master counselor would always be in agreement about the nature and achievability of the goals. (See Appendix B)

Participants from the English As A Second Language Institute with a limited knowledge of English were not required to complete the Contract for Educational Services but they did utilize other data forms for discussing the responsibilities expected of college students and the services and opportunities provided by the college.

B. DEVELOPMENT AND IMPLEMENTATION OF CURRICULUM FOR SKILL ACQUISITION - 1977-1978

An assessment and analysis of project participants' needs indicated that various curriculum changes in the College Skills Program and the English As A Second Language Institute would be necessary if we were to successfully prepare students to enter the college mainstream. If students were entering college with limited skills in reading, writing and mathematics it would be necessary to design a curriculum that would focus on these needs and that would allow the students the necessary time to achieve the competencies. Therefore, during 1977-78 the Special Services Project and College Skills Program staffs designed a revised curriculum for the College Skills Program based on the concepts of developmental theory and mastery learning. It was decided that the College Skills Program would utilize a clinical teaching model and begin to implement a mastery approach. Contract forms were developed for each component of the program thus allowing the student and instructor to plan together which objectives would be mastered, the learning procedures and materials to be used and the means by which mastery would be evaluated. A complete taxonomy of materials in the College Skills Program Laboratory was also prepared thus enabling the instructors to select materials from the vast array of multi media and as well as more tractitional instructional materials available in the College Skills Program. (See Appendix C, D, and E)

The Mathematics Skills curriculum was also revised. Two separate modules were designed. An arithmetic skills sequence was developed based on mastery learning. The essentials of elementary algebra were included in a second module employing individualized instruction. (See Appendix F)

Major programmatic changes were made in the College Skills Program during the first year of the Special Services Project as well. After determining the expected growth in reading and writing skills development for students entering various modules of the College Skills Program it was determined that some Special Services Project students might need to remain the the College Skills Program for a maximum of four semesters in order to achieve the competencies necessary for success in college entry level courses. Therefore, in close cooperation with the Rockland Community College Department Chairpersons and Program Coordinators and the Director of Financial Aid a sequence of developmental non credit modules and credit bearing courses was approved for students in the College Skills Program making it possible for students with the lowest entry level skills to remain in the College Skills Program long enough so that they could achieve the competencies in the College Skills Program and still be eligible for financial aid benefits. This programmatic change was especially beneficial to the Special Services Project participants who suffered from low skills and financial need. (See Appendix G)

Because the College Skills Program had been in existence since 1967 and the problems of the educationally disadvantaged students had claimed the greatest share of the college's attention, to date, the Special Services Project design called for a major emphasis during the first year of the project on developing instructional and counseling services for project participants in the College Skills Program. However, the enrollment in the English As A Second Language Institute increased dramatically in 1977 and the problems of the increasing number of students whose native or first language was not English began to loom very large. As a result the English Language Institute was reorganized and designed to meet the needs of a more diverse student population. It was renamed the English As A Second Language Program and made an integrated part of International College. Special Services Project staff participated in designing the new program, in developing the placement and needs assessment processes and in designing the sequential curriculum adopted for the program. Again in the establishment of the new program, special emphasis was placed on the needs of Special Services Project participants who entered with low level skills and financial need. (See Appendix H)

DEVELOPMENT AND IMPLEMENTATION OF COUNSELING - 1977-78

Most of the Special Services Project participants with low basic skills and financial need also suffered from a history of academic failure, of constant struggle in order to meet their personal needs and the needs of their families in society, of low self concepts and of a general feeling of inability to control their destiny. A major focus of the Special Services Projtct, therefore, was to provide individual and group counseling to help the students deal realistically with the demands of college and various career options and to learn effective strategies for dealing with personal problems that hamper academic success. Therefore, the project master counselors developed counseling modules in Coping Skills and Vocational Choice which were utilized in Freshman Seminar (group counseling) sessions. These modules included contract forms which the students and counselors used in order to establish a mutual commitment for educational services. (See Appendix I)

The master counselors developed a library of vocational materials at appropriate reading levels for use by project participants and they met regularly with resource people in Rockland County who could assist students in learning more about various job options and in finding employment. All project participants from the College Skills Program were enrolled in Freshman Seminar which met weekly throughout the semester and each student met with a master counselor or counselor/tutor regularly for individual counseling and academic advisement. Participants from the English As A Second Language Program enrolled in Freshman Seminar sessions conducted in English and met with bilingual master counselors or counselor/tutors for individual counseling sessions. (See Appendix J)

CULTURAL ACTIVITIES - 1977 - 1978

Rockland Community College's close proximity to New York City made it possible to schedule field trips to museums, theaters and other cultural events. Although some of the students had lived in New York City or its environs, many of them had not been to the theater nor had they been inside the major museums. Therefore, field trips were conducted to the productions of "Man of LaMancha" "The Magic Show", and "The New York Experience" and visits were made to The Cloisters and The Hayden Planetarium. Project staff accompanied the students on these trips and related various reading and writing tasks to the fieldtrips.

Another unique feature of the Special Services Project was the Spring Festival. Students and staff organized a day of activities designed to allow students to demonstrate their special talents to other project participants and to the Rockland Community College students, faculty and staff. The Spring Festival in 1978 included a group reading from "West Side Story", role playing exercises, a combo, disco dances, a piano solo, a fashion show, a resume writing service, art and photographic exhibits and sports events. (See Appendix K)

STAFF DEVELOPMENT ACTIVITIES - 1977 - 1978

Major attention was given during the first year of the project to staff development and curriculum design. The Special Services Project staffing pattern was intended to supplement the college's commitment to the College Skills Program, the English As A Second Language Program, counseling and other related services. Therefore, the Special Services Project instructional and counseling staffs were integrated into the College Skills Program and English As A Second Language Program while college faculty from the College Skills Program, the English As A Second Language Program and other departments with special expertise were selected to assist the project staff in designing curriculum projects geared to the needs of the Special Services Project participants. These projects were carefully monitored by consultants who met with the staff regularly. (See Appendix L)

Following the model already established in the College Skills Program, diversified staffing was implemented in the Special Services Project. Professional master counselors and instructors were responsible for instruction and counseling and paraprofessional teaching assistants and counselor/tutors were hired to work with students as extensions of the teaching and counseling work of the professional staff. The Associate Director of the Special Services Project designed a Training Manual for counselor/tutors and directed weekly training sessions for them. A training model was established for teaching reading skills instruction for the paraprofessional staff in the College Skills Program and Special Services Project and a video-tape presentation was developed for the training of mathematics instructors and teaching assistants.

The project director conducted bimonthly College Skills Program-Special Services Project staff meetings and monthly English As A Second Language Program-Special Services Project staff meetings. Longer staff workshops were also conducted in August and January.

Project staff attended regional meetings of the Association for Equality and Excellence in Education, and other professional conferences including The National Association for Remedial/Developmental Studies in Higher Education, Northeast Educational Research Association, the New York City Chapter of The Orton Society, the New York State Reading Association, Conference on Helping the Learning Disabled Adult sponsored by Columbia University and the Conference on Education in the Community College for the Non-Traditional Student.

ADVISORY COMMITTEE - 1977 - 1978

An Advisory Committee consisting of key personnel from the college was selected to assist the Special Services Project staff in meeting the objectives of the project. Members represented various areas of the college and helped to facilitate communication between the project and the college mainstream. The committee met twice during the year and most members participated with the students in the Spring Festival. (See Appendix M)

C. DEVELOPMENT AND IMPLEMENTATION OF CURRICULUM FOR SKILL ACQUISITION - 1978-1979

Instructional modules which had been designed in 1977-78 were field tested in the College Skills Program classes during the second year of the project. Modifications were made based on feedback from students and faculty. Project staff and College Skills Program staff recognized the need to provide additional opportunities for students to learn how to apply communication skills to college content courses and how to deal more effectively in a college environment. Therefore, they spent the academic year designing two new courses which would be available for the first time in the following year. The courses that were developed were "Discovering The Community College" and "Understanding Human Behavior." The course, "Discovering the Community College" focused on the nature of the educational process as part of a social system and allowed students to examine their role in the learning experience and to understand the nature of the community college and the College Skills Program. "Understanding Human Behavior" examined the various responses to life situations and problems using psychological concepts and vocabulary, thus allowing the students to explore ways to identify their affective style and to evaluate its effectiveness in an academic setting. (See Appendix L)

Articulation between the project staff and college Department Chairpersons and Program Coordinators continued as well. Major modifications were made in the Mathematics Skills offerings. The algebra component of Mathematics Skills was integrated into "Contemporary College Mathematics", offered by the Mathematics Department, and supplemented through Mathematics Reinforcement modules from the College Skills Program. The arithmetic component of Mathematics Skills was further refined based on a mastery learning approach and criterion referenced tests were developed and utilized in evaluating mastery. (See Appendix F)

Major changes occurred in the English As A Second Language Program as well.

The placement and needs assessment processes and the sequential curriculum designed in 1977-1978 were implemented in the Fall Semester, 1978. In a further attempt to upgrade the English As A Second Language curriculum the Special Services Project provided funding for a Foreign Student Diagnostic Study. The purpose of the study was to isolate specific writing problems of the English As A Second Language students with the intention of then devising curriculum changes to remedy the problems.

Articulation between the English As A Second Language staff and the English department chairperson resulted in the development of English 101 International and shortly thereafter to English 102 International, providing for a year of Freshman English maintaining normal English Department standards and curriculum, but providing specially designed systems of delivering instruction for international students.

Other special needs at the Haverstraw campus were identified. Placement and needs assessment procedures were developed to help identify those students who might be better served in the school districts' adult education program prior to enrolling at Rockland Community College. The Special Services Project staff assisted the English As A Second Language Program staff in assessing various placement instruments and procedures for use in Haverstraw and for possible adoption at the other campus sites.

DEVELOPMENT AND IMPLEMENTATION OF COUNSELING - 1978-1979

In the Spring Semester, 1979, Rockland Community College established the Life Skills Center, designed to provide opportunities for students at all ages and all stages of development to explore a variety of areas relating to their own personal needs. Freshman Seminar was no longer required for college freshmen and students were encouraged to enroll in Life Skills Seminars which provided academic credit.

In cooperation with the Chairperson of the Psychology-Social Science Department, Special Services Project counselors redesigned the counseling modules which had been offered through Freshman Seminar and created course offerings through the Life Skills Center. The new courses included "Improving Coping Skills" and "Occupational Awareness." "Improving Coping Skills" focused on developing skills and attitudes necessary to function within an academic environment. Participants were assisted in exploring their individual coping styles and were encouraged to develop strategies which would maximize success. In "Occupational Awareness" students explored specific needs, values and goals and their relationship to realistic occupational possibilities. Students were encouraged to learn how to investigate various occupations in relation to their own interests, goals, needs and abilities.

Realizing that many students held negative attitudes regarding mathematics and their ability to handle mathematics concepts, the counseling staff decided that it was important to provide a supportive atmosphere in which students could look objectively at their attitudes about mathematics, learn to set realistic goals in mathematics courses and increase their willingness to take risks in mathematics and mathematics related courses. Therefore, they also designed the Life Skills course, "Improving Math Attitudes" to focus on helping students eliminate negative attitudes which they held toward mathematics.

The Special Services Project staff organized a two-day Career Forum to reinforce the skills developed in "Occupational Awareness." Rockland Community resource persons representing 11 careers spoke with students at the college. The sessions offered students the opportunity to question the experts on getting started in a career, the training that might be needed and how much a beginner might earn. (See Appendix N)

Although specific Life Skills Seminars for English As A Second Language project participants were not designed until the Fall Semester, 1979, project master counselors and counselor/tutors did assist students in examining career goals and in helping them locate vocational resources written in their native languages.

CULTURAL ACTIVITIES - 1978 - 1979

Field trips were again held during the year to help students broaden their experiences and to help them gain first hand knowledge regarding institutions about which they were reading and studying. Trips were made to the United Nations, Rockefeller Center, the Metropolitan Museum of Art, the Museum of Natural History and to the theatrical production, "Beatlemania." Additional cultural activities were brought to the campus for the students as well. For example, Chuck Stead, the Ramapo Mountain poet, read his own poetry, prose and stylized ballads in a performance for Special Services Project students.

The Spring Festival offerings was increased to include more extensive displays of student art, photography, ceramics and crafts and more student participation in preparing and sharing various ethnic foods. Other events included an individual reading of poetry by Langston Hughes, group readings, combos, disco dancing and a fashion show. (See Appendix 0)

STAFF DEVELOPMENT ACTIVITIES - 1978 - 1979

Regularly scheduled staff meetings and longer staff workshops were continued throughout 1978-79. Consultants met with the staff to review the curriculum projects and to assist in the development of new courses. Consultants also assisted with some of the weekly counselor/tutor training sessions and with the orientation of new counselor/tutors.

Training sessions for all English As A Second Language Program-Special Services

Project staff were conducted in August prior to the beginning of the Fall Semester and continued throughout the academic year.

Project Staff attended state and regional meetings of the Association for Equality and Excellence in Education and other professional conferences including the Special Program Personnel Association Workshop, Critical Issues in Tutoring sponsored by Networks, The Tri-State Opportunities Conference, "Minorities in Higher Education: Public Policy and Futures Planning, Annual Symposium on Cognition, and the National Association for Remedial/Developmental Studies in Higher Education.

ADVISORY COMMITTEE - 1978 - 1979

The Advisory Committee met twice during the year. The Fall meeting focused on preliminary evaluation information regarding the Special Services Project and on the need for further articulation between the Special Services Project staff and the college in designing courses and providing services to support the growing number of students needing special services. (See Appendix P)

D. DEVELOPMENT AND IMPLEMENTATION OF CURRICULUM FOR SKILL ACQUISITION - 1979-1980

Curriculum development and change within the College Skills Program in the third year of the Special Services Project focused on the development of writing skills within the College Skills Program, the integration of the affective and cognitive components of the College Skills Program to establish a more holistic approach to learning and the development of additional courses within the college utilizing experiential and or mediated instructional modes for students while enrolled in the College Skills Program or English As A Second Language Program. College Skills Program - Special Services Project instructors established competencies in writing skills and designed a scoring sheet for diagnosis and evaluation based on the Queens English Project (CUNY). Initial experiments using holistic assessment of writing samples were also conducted.

Although feedback from the students and staff had shown that the various instructional and counseling modules developed within the College Skills Program were effective in improving basic skills and developing strategies for success in college, the major suggestions for improvement dealt with the need for further unity of the curriculum in meeting the goals of the College Skills Program. Therefore, curriculum projects were developed to explore holistic approaches to teaching communication skills with emphasis on the relationships between oral language development, listening skills and reading and writing skills, to integrate process and content of listening skills and to explore the integration of concepts from the module dealing with the introduction to the study of literature and communication skills. (See Appendix L)

Department Chairpersons, Program Coordinators and other Rockland Community College staff cooperated with the Special Services Project faculty in designing additional transitional courses for students in the College Skills Program.

The sociology course, "Contemporary America", was further refined and designed to be offered in conjunction with the psychology course, "Study Strategies", for example. In the Study Strategies course students were introduced to effective techniques for notetaking and preparing for examinations and then practiced these techniques under the direction of a Teaching Assistant using lecture notes and textbook materials from the sociology class.

Realizing the importance of helping students to learn how to use the library resources effectively, the library staff designed the course, "Introduction to College Library Skills". Through the Special Services Project, funding was provided to develop a slide-tape orientation to the Rockland Community College library to be used in conjunction with the course. The multimedia presentation could be used in classes on main campus, but especially in classes at the off campus local learning centers.

During the 1979-1980 academic year the English As A Second Language staff, under the direction of the newly appointed Coordinator of the Tri-Campus English As A Second Language Program, further reviewed the instructional objectives of the English As A Second Language program, worked closely with the Chairperson of the English Department in devising exit criteria for the English As A Second Language program which would assure students sufficient proficiency in English reading and writing skills so that they could succeed in Freshman English 101 International and developed through coordinated efforts with other Chairpersons and Program Coordinators additional courses in psychology, speech, sociology and science for students enrolled in the English As A Second Language program. The staff also piloted a new English As A Second Language assessment instrument for possible use in the program.

The Special Services Project staff associated with the English As A Second Language Program participated in all these developmental activities. They also proposed a design for a tutoring service for English As A Second Langauge students to be conduced in the College Learning Center. Preliminary plans were made with the library staff as well for a bilingual video-taped orientation of the Rockland Community College Library to be shown to English As A Second Language Program students on main campus and at the local learning centers in Spring Valley and Haverstraw.

DEVELOPMENT AND IMPLEMENTATION OF COUNSELING - 1979-1980

Special Services Project participants from the College Skills Program enrolled in the Life Skills Seminars, "Improving Coping Skills" and "Occupational Awareness" designed the previous year. These group sessions were co-led by Special Services Project master counselors and counselor/tutors. Each Special Services Project participant also met individually with a master counselor or counselor/tutor for academic advisement and some students were referred to the master counselor or sought additional appointments with a master counselor to deal with personal or academic problems. A Career Day was also scheduled. Students in the "Occupational Awareness" seminars especially took advantage of the opportunity to interview resource persons from Rockland County who could provide first hand knowledge of the job market. (See Appendix Q)

The Special Services Project counseling staff designed and piloted a Life Skills Seminar for English As A Second Language students entitled, "Coping Skills for International Students". The course was designed to provide a supportive setting in which non English dominant students could carefully examine their attitudes which inhibit learning and learn new, more appropriate patterns of behavior. Although the primary focus was on the academic environment, discussions also covered social, family and job situations. Participants explored their individual coping styles and were encouraged to develop strategies which would maximize success. This course was offered in French and Spanish to beginning English As A Second Language students. The groups were co-led by master counselors and counselor/tutors who were fluent in Spanish or French. Individual bilingual counseling was also continued as needed.

CULTURAL ACTIVITIES - 1979-1980

Field trips for Special Services Project participants in the English As A Second Language Program included a show at Radio City Music Hall and the Circle Line Tour around Manhattan. Participants from the College Skills Program visited the New York Times where they toured the facilities and participated in a question and answer session following the tour. Follow up writing assignments were based on the various visits.

The Spring Festival featured a Gospel Singing Group, Jamaican poetry and songs, a dramatic reading from "For Colored Girls Who Have Contemplated Suicide When the Rainbow Isn't Enuf", a fashion show and disco dancing. Various photographic and art exhibits were on display and a variety of ethnic foods were prepared by the students and staff. A special feature of the Festival was the showing of the film, "College Skills and Rockland Community College' which was written and directed by a College Skills student. (See Appendix R)

STAFF DEVELOPMENT ACTIVITIES - 1979-1980

Regularly scheduled staff meetings and longer staff workshops were continued throughout 1979-1980. The counselor/tutors received training in the weekly training sessions and in a special intensive day-long personal development seminar planned and conducted by the Special Services Project counseling staff and project consultant.

Resource materials for curriculum development in the English As A Second Language Program and College Skills Program were also provided for the staff.

Project staff attended state and regional meetings of the Association for Equality and Excellence in Education and other professional conferences including The American Educational Research Association, The National Conference on Developmental Education, The Conference on College Composition and Communication, The Invitational Conference sponsored by Educational Testing Service, The HEW Office of Education Application Workshop and The Third Annual Developmental/ Remedial Education Workshop. The Associate Director and Master Counselor also participated in The Trio Training for Counseling and Instruction of Minority and Other Disadvantaged Students co-sponsored by The University of Colorado and The U. S. Office of Education and Leadership Training co-sponsored by Marquette University and The Office of Education.

ADVISORY COMMITTEE - 1979 - 1980

The major agenda item of the Advisory Committee meeting in the Fall, 1979, was the Special Services Project proposal renewal for 1980-1984. Project evaluation and continued liaison between the Special Services Project and other Rockland Community College Departments and Programs was also discussed. The meeting in the Spring Semester was held in conjunction with the Spring Festival and dealt with suggestions for improving college support services, especially in the Learning Center, for project participants. (See Appendix S)

IV. INSTITUTIONAL IMPACT

The increased visibility of the Special Services Project and the expertise of the project staff had an impact on several areas of the college. College faculty began to utilize the special skills of the project staff to deal with college-wide problems related to student underpreparedness. Department Chairpersons and Program Coordinators sought assistance in identifying problems and in searching for means to solve the problems. The findings from the research study, "Comparative Analysis of the Reading Levels of the Introductory English and College Skills Students," sponsored by the Special Services Project, alerted the English Department and College Skills Program faculty as well as other college administrators to the need to design a more consistent college-wide basic skills assessment system. The issue of college-wide assessment is now being considered by a task force appointed by the Vice President for Instructional Services.

As Special Services Project students moved into the mainstream and proved to be effective students the college faculty became more positive and demonstrated a commitment to serving non-traditional clientele. The threat that an increased number of underprepared students would result in high failure rates and a decrease in college standards did not materialize. Some college faculty adopted teaching techniques and curricular approaches which had been introduced through the Special Services Project to improve their own teaching. Of special importance was the movement toward the development of mastery learning.

A prime example of the utilization of the mastery approach was the development of Mathematics Skills. One faculty member reorganized the Mathematics Skills curriculum using a mastery approach through a curriculum project sponsored by Special Services. He later utilized a mediated system to meet the course objectives and eventually, through the cooperation of the college administration, was able to design a mediated mathematics laboratory in the College Learning Center. While the laboratory was originally designed to deal with Mathematics Skills it was renamed the Media Learning Center and now serves mainstream students in a number of other content areas as well (i.e. - Math courses and Math related business courses).

At the request of various college Department Chairpersons and Program Coordinators the project staff also designed special communication reinforcement modules in reading, study skills and writing for non-project mainstream college students needing help in order to succeed in their college courses. These modules are now available to and are being used by students in the College Learning Center.

The peer tutoring training program which operates from the College Learning Center was designed by the Director and Associate Director of the Special Services Project. The model was an outgrowth of the training program designed for counselor-tutors in the Special Services Project. Since 1977, 66 student tutors have been trained to serve mainstream students.

Articulation between the Special Services Project staff and mainstream faculty also resulted in the restructuring of a number of the college course offerings to meet the needs of non-traditional clientele. An important outgrowth of this process has been the willingness of the college faculty to reexamine a number of traditional courses and to modify them by changing both the content and the delivery. Where these kinds of changes have occurred, they have affected both traditional and non-traditional students.

As the college faculty and staff began to understand the needs of the non-traditional clientele and began to realize that they could successfully serve these students, they became more accepting of them. These attitudinal changes resulted in a greater willingness to admit the students into the college and a stronger commitment to help them succeed in the institution as well. As a result, the stated mission of Rockland Community College, "...to offer a wide variety of programs designed to fulfill the needs ...of all who seek knowledge, skill, counseling or remediation...." has been strengthened. (RCC, 1980)

V. DISSEMINATION

Special Services Project accomplishments were discussed by project staff who served on a number of college committees and actively participated in college staff development workshops. The Special Services Project Advisory Committee was also informed about the progress of the project and members were shown copies of various curriculum projects and counseling materials. Articles dealing with the project also appeared in the "Admissions Newsletter" and "Outlook."

The Associate Director and Research Coordinator were invited to deliver papers at the Third Annual Symposium on Developmental/Remedial Education in Rochester, New York. These papers dealt with counseling techniques for instructors in developmental programs and procedures for improving cognitive skills of developmental students. The Associate Director and Master counselor attended two conferences sponsored by the Office of Education (HEW) in which they shared information regarding counseling techniques and approaches and staff training models developed through the Special Services Project at Rockland Community College.

The Project Director was selected to present papers dealing with the counseling components and the counselor/tutor training process within the project at two national conferences. These conferences, held in 1979, were the Third Annual Conference on Remedial/Developmental Studies in Post Secondary Institutions (Chicago, Ill.) and the Association for Equality and Excellence in Education Conference (San Juan, Puerto Rico). The Project Director was active in national and regional organizations created to further the interests of Trio Projects*. Of special importance was her participation in an informal task force of AEEE on the training needs of counselors in Trio Projects.

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*Trio refers to the Special Program projects funded through the Department of Education - Talent Search, Upward Bound, Special Services for Disadvantaged Students and Educational Opportunity Centers.

The training system developed by the committee will serve as a model for counselor training in the region. The Project Director has been elected to serve on the Board of Directors for the New York State chapter of AEEE as well.

The Special Services Project staff conducted a staff development workshop for the staff of the Veterans Upward Bound Project, SUNY Binghamton, New York, and the Project Director served as a consultant at Dutchess Community College (SUNY), Medgar Evers Community College (CUNY) and Orange Community College (SUNY), during the course of the project.

VI. STAFF

A. SPECIAL SERVICES PROJECT STAFF - 1977-78

Project Director -	Margaret Martin	
Associate Director -	Marie Caruso	
Master Counselor -	W. Joseph Moore	
Testing Coordinator -	Hope J. Haas	
ESL Instructor -	Norman Arbaiza	
	Judith Siegelbaum	
Project Instructors -	Ellen Klohmann -	Full Time
	Suzanne Allen -	Part Time
	Vera Amins -	" "
	Mary Arbiter -	" "
	William Brett -	" "
	Louis Contey -	" "
	Hope J. Haas -	" "
	Michael Holt -	" "
	Muriel Kool -	" "
	Charles McDearmon -	" "
	James Naismith -	" "
	Ann Sadler -	" "
	Michael Sentlowitz -	" "
Paraprofessional Staff -	Barbara Hovsepian -	Teaching Assistant
	Delores Lewin -	" "
	Pauline Mogel -	" "
	Martha Ruocco -	" "

Staff - 1977-78 cont'd

Alfred Baffa - Counselor - Tutor

Lisa Bottalico - " "

Angie Colorito - " "

Joanne DiMenna - " "

Patricia Friscino - " "

Norah Huvala - " "

Barbara Kellum - " "

Fundador Muldonado - " "

Michael Napolitano - " "

Celia O'Brien - " "

Therese Raad - " "

Virginia Rivera - " "

Mark Romano - " "

Olivia Thomas - " "

Eileen Thornton - " "

Statistical Clerk - Patricia Diamond

B. SPECIAL SERVICES PROJECT STAFF - 1978-79

Project Director	Margaret Martin	
Associate Director	Marie Caruso (Janet Brown, James Sherrier, Thomas Fitzpatrick)	
Master Counselor	W. Joseph Moore (Marilyn Cullinane)	
Testing Coordinator	Hope J. Haas	
ESL Instructor	Norman Arbaiza	
	Judith Siegelbaum	
Project Instructors	Ellen Klchmann	Full Time
	Neal Kreitzer	" "
	Vera Amins	Part Time
	Hope J. Haas	" "
	Michael Holt	" "
Paraprofessional Staff	Jeannette Bushelon	Teaching Assistant
	Donna Colorito	" "
	Carol Goldstein	" "
	Rosemarie Kahn	" "
	Evelyn Konopko	" "
	Geraldine Rosen	" "
	Lisa Bottalico	Counselor - Tutor
	Carol Carey	" "
	Angie Colorito	" "
	Joanne DiMenna	" "
	Patricia Friscino	" "
	Jeanne Garmirian	" "
	Cecile Kehr	" "

Staff 1978-79 cont'd

	LuAnne Lavelle	-	Counselor - Tutor
	Lillian Mazza	-	" "
	Michael Napolitano	-	" "
	Celia O'Brien	-	" "
	Serge Oge	-	" "
	Virginia Rivera	-	" "
	Mark Romano	-	" "
	Millicent Shapiro	-	" "
	Olivia Thomas	-	" "
	Eileen Thornton	-	" "
Statistical Clerk	Patricia Diamond		

C. SPECIAL SERVICES PROJECT STAFF - 1979-80

Project Director	-	Margaret Martin		
Associate Director	-	W. Joseph Moore		
Master Counselor	-	Joanne Carle' Hess		
ESL Instructor	-	Evaline Neumann-Adler		
Project Instructors	-	Ellen Klohmann	-	Full Time
		David Nadvorney	-	" "
		Janet Brown	-	Part Time
		Marilyn Cullinane	-	" "
		Pola Drescher	-	" "
		Thomas Fitzpatrick	-	" "
		Hope J. Hartman Haas	-	" "
		Delores Lewin	-	" "
		Elaine Padilla	-	" "
Paraprofessional Staff	-	Jeanette Bushelon	-	Teaching Assistant
		Anne Brounstein	-	" "
		Angie Colorito	-	" "
		Debrah Denino	-	" "
		Barbara Hovsepian	-	" "
		Robin Mills	-	" "
		Grealdine Rosen	-	" "
		Martha Ruocco	-	" "
		Lisa Bottalico	-	Counselor - Tutor
		Carol Carey	-	" "
		Angie Colorito	-	" "

Staff 1979-80 Cont'd

Ricky Joan Cunningham - Counselor - Tutor
Mary Freeman - " "
Cecile Kehr - " "
LuAnne Lavelle - " "
Serge Oge - " "
Irmgard Ritenis - " "
Frank Sutton - " "
Linda Rosenfeld - " "
Olivia Thomas - " "
Eileen Thornton - " "
Cindy Zeldin - " "

Statistical Clerk - Patricia Diamond

VII. PROJECT EVALUATION - Elaine B. Chapline, Ph.D

A. FORMATIVE

1. Assessment

In each of the three years of the project, all students served by The Special Services Project (N-920) participated in Needs Assessment. (See section III.)

Examination of project records reveals that students who were not ultimately served by the project also took pretests in each of the semesters. This amounted to approximately 980 additional student assessments over the project's semesters.

In the area of assessment, Dr. Brown, a consultant, during the first year recommended that the current validity of placement procedures be examined by comparing the reading scores of students placed in College Skills and in English 101. She also pointed out that additional diagnosis was needed for module I students to identify those specific problems which need prompt attention (e.g. language dialect, sources of personal stress, etc.). The validity of procedures for placing students within the Special Services Project also needed to be examined. Overall, these recommendations provided bases for specific steps that could be taken to improve the project operation. (See Appendix T)

During the first and second years of the project, the following projects related to assessment were completed:

Project to Develop Diagnostic and Prescriptive Procedures for Lower Level Readers.

Project to Develop, Modify and Conduct Needs Assessment Process for Special Services Students in College Skills Program.

Project to Assess Services for Severely Educationally Disadvantaged English As A Foreign Language Students.

Project to Develop, Modify and Conduct Needs Assessment Process for Special Services Students in English As A Second Language and to Train Personnel in Implementation of Program I and II.

The procedures used for measuring English proficiency for the English As A Second Language group were examined. This examination, while not yet completed, shows signs of yielding interesting information. The English Language Institute Test which has been used for a number of years is being studied in relation to other indicators of students' skills. Students' grades and scores that a sample of students achieved on the Comprehensive English Language Test, which measures vocabulary, grammar and listening, will be related to scores on the English Language Institute Test.

As a direct response to a consultant's recommendation during the first year, a study was undertaken of the relationship of Special Services Project students' reading scores to those of students in Freshman English 101 or Intensive English 101. The general results of this study (Hartman-Haas, 1979) show that there were substantial differences in reading scores between the English 101 and Special Services Project students. When further analyses were conducted, it became clear that students in the Advanced College Skills Program sections had higher reading scores on the average than students in the Intensive English 101. Placement in the College Skills Program or Intensive English was chiefly a function of the student's writing skills and reading was not systematically assessed prior to assignment to Intensive English. As a result of this study, there has been extensive planning at Rockland Community College for the systematic testing of students' reading skills, and for the development of better procedures for assessing writing.

The English Placement Project, which is the name given to the effort to improve placement procedures by improving assessment means, has investigated holistic scoring and has conducted training sessions for raters using holistic methods of scoring essays. In addition, a series of investigations on the relationship of reading and writing scores and the usefulness of these scores in predicting students' success in Freshman English 101 and other mainstream courses has been initiated.

While data are not yet available on this project, the effort is both an interesting and promising one.

These variations in assessment procedures and in the use of results in placement, begun under the impetus of the needs of Special Services Project students, has promise of impact on the institution generally. There has been a growing recognition on the part of the College personnel that Special Services Project students have unique needs and that these needs require direct and unfaltering attention if the students are to make reasonable progress toward their education and goals. It should be noted that such institutional impact can occur only as a result of the College administration's support of the project and committment to its goals. The progress noted thus far gives evidence of that committment.

2. CURRICULUM DEVELOPMENT

A major thrust of the Special Services Project was the development of curriculum appropriate for its students. This development took different forms during the three years of the project since the priorities were changed to reflect both the previous accomplishments and the needs of current participants and staff.

The 1977-78 College Skills curriculum projects were reviewed by Dr. Janet R. Brown and the English As A Second Language by Dr. Liliane Gaffney and Dr. Clara Velazquez. (See Appendix T, U and V) In each case, after observation of the program in operation, interviews with staff and examination of curriculum materials, the consultant described the programs' status and suggested modifications for the next phase of the project.

Dr. Brown described the curriculum projects as beneficial in the following ways: the staff who engaged in the projects looked at their own instructional processes and thought about what they did and why they did it, staff involvement was enhanced, ideas which could be used immediately were generated, and important observations were made which could serve as the basis for policy and procedural changes. She suggested that the following modifications be made in the mathematics: the arithmetic module be developed using a mastery model with clear cut objectives, that adequate time and facilities be allocated, mastery tests be developed, a mathematics laboratory be provided to allow for the increased amount of time necessary for mastery learning and that the role of the master instructor be redesigned in the light of these changes. In reading, she recommended that module I be developed as two modules with two different sets of objectives, materials and exit criteria to serve the needs of the two subgroups of students assigned to that module, i.e. those with reading scores between first and fifth grade and between sixth and eighth grades. She recommended that the study skills module be taken in conjunction with an academic subject to provide specific opportunity for students to learn to transfer the skills being acquired in College Skills to the content course, and that students should be assisted in identifying the processes they have used in studying in order to relate these process to their college learning experiences and goals. Dr. Brown suggested that the clinical module continue to be used to provide students with the opportunity to do more intensive work in an area of need and to bring students into contact with more, different instructors. The clinical module makes it possible to give immediate attention to a need that is identified during assessment. This module has the advantage of giving students the opportunity to benefit from the variety of interactions with staff while giving the program increased flexibility in meeting students' needs.

Dr. Gaffney commented that the English As A Second Language program has great potential for becoming an excellent one. She noted that all personnel involved in the off-campus sites that she visited appeared dedicated. Generally she recommended that objectives be developed for each of the three levels of the English As A Second Language sequence, (i.e. beginner, intermediate and advanced) with accompanying curricula and diagnostic/evaluation tests, and that greater integration among these program levels be developed. She offered specific instructional suggestions, (e.g. workshop in phonology and conversation), and evaluation suggestions, (e.g. replace spelling items with a short dictation on the placement test). She recommended that there be a coordinator for the program, and that staff training focus on the improvement of English As A Second Language methodology, instructors' language performance and professional sharing through observations of classes.

Dr. Velazquez, after observing the English As A Second Language program on campus, stated that there had been good initial planning and that students appeared to be learning. She commended the "accomplishment of an immersion program" pointing out the key role that college administrative support plays in such an accomplishment. She recommended that specific course objectives be written and implemented, taking into account the need of students throughout their participation in the program. Uniform exit criteria and terminal behavioral objectives should be established, she stated, taking into account listening, speaking, reading and writing. She suggested differentiation of the curriculum to meet the needs of the three groups of students she felt composed the student participants, i.e. those planning to transfer to a four year college after achieving the associate degree, those not intending to go beyond the associate degree, and those interested in improving English language skills and gaining a vocationally viable skill.

These consultant recommendations served the project well in that they provided a specific agenda for action and served to clarify the relationships between the project's procedures and goals. A description of the manner in which the recommendations were used in the project is provided previously in the data on the activities and accomplishments in each of the three years. There were clear moves in the directions recommended by the consultants. For example, the mathematics program became laboratory based for the arithmetic module and used a mastery model. The instructor's role now emphasizes diagnosis of individual learners' needs and selection of materials appropriate to those needs. Individuals' progress through the module has been markedly accelerated by this approach (Hartman-Haas, 1980c) The project staff generally appears to have made good use of the formative evaluation data which the consultants provided. This may be attributable in part to the feedback of the suggestions to the staff and the discussion of the issues by the staff. This communication process which ensured that the staff would be informed of the recommendations probably played a key role in the subsequent development of curriculum materials.

The list of projects developed during the course of the project give evidence of the degree to which the curriculum efforts were productive. (See Appendix T, U and V)

These projects provide evidence of the high degree to which the project staff responded to the recommendations made by consultants at the end of the project's first year. Each of the curricular issues raised was dealt with directly.

In the third year of the project, formative evaluation data were used as the basis for additional modifications. Each of the materials developed was subject to modification based upon the students' responses and the instructional staff's judgment. The basic changes that were made tightened and more sharply focused materials and activities. Some shifts were made in the ways in which materials were used. For example, portions of the Listening Module was ultimately included in the Reading Lab materials, on the basis of staff judgments and students' achievement. It appeared that students could reach the mastery goals of the Listening module by working on it in 30 minute sessions over a period of two weeks. An interesting development was the attempt of a faculty member to integrate listening processes with illustrative political science and psychology content. This was a further step in the efforts to help students to transfer the skills acquired in Special Services to other content and academic areas so that they are more fully prepared for the College's mainstream.

3. COUNSELING

The counseling components of the Special Services Project were designed to deal with the students' affective,emotional, achievement, cultural, career planning and practical needs. In order to deal with this wide range of students' needs, the counseling services included: orientation, individual and group counseling, cultural enrichment activities and referrals to a wide range of community agencies.

Orientation - All students in both the College Skills and English As A Second Language sections were involved in orientation. The College Skills subgroup received orientation to the program during the Needs Assessment sessions. The English As A Second Language subgroup received orientation at registration when they took the English As A Second Language placement test and went through the needs assessment procedures.

Individual counseling - Students in the College Skills program were referred for individual counseling by instructors who saw the need for students to explore their feelings and cope with problems associated with their academic progress and performance. Students referred themselves for personal needs. This often took place when students who were referred for academic problems brought up a problem of a more personal nature that was troubling them and giving rise to other college-related problems. All students in the English As A Second Language program had individual sessions with bilingual counselor/tutors. Referrals for individual additional counseling were made to the Master Counselor when necessary.

All College Skills students were seen individually for career and personal academic advisement. This advisement demonstrated the Special Services Project philosophy in action, i.e. that individuals' programs should reflect their needs and that career direction could serve as a focal point for planning.

Group counseling - All College Skills students participated in group counseling by participating in the Freshman Seminar in the first year of the project or the Life Skills Seminars in the second and third years. These initial seminars were designed to assist students to *build positive attitudes toward college and* to deal with the problems they encountered in learning about college, while the Life Skills Seminars were centered on themes such as Coping Skills, Occupational Awareness, etc. These group sessions provided the College Skills group with opportunities to explore feelings and attitudes while they developed particular skills needed to function in the college. Some of the students in the English As A Second Language program were enrolled in Coping Skills for International Students. These seminars were conducted in English, French and Spanish.

Referrals - In each of the three years of the project, students were referred to community agencies for a wide variety of personal needs. Approximately one-third of the project participants in each year were referred to appropriate agencies to deal with problems related to health, employment, housing and legal issues.

Attrition - Counselors became involved in helping students to persist in their educational efforts from the beginning of the project. Attention to affective factors, which the counselors took the lead in providing, appears to be related to attrition. "The dropout rates for severely educationally disadvantaged College Skills students were compared for Spring 1977 (prior to Special Services Project) and Fall 1977 (Special Services Project introduced) semesters. Dropout rates were 53% and 43% for spring and fall semesters respectively. The inclusion of a counseling component in the Fall 1977 College Skills program is the major factor which differentiates between the Skills program these two semesters. One may therefore conclude that the 10% reduction in attrition is a function of the increased attention to the affective component" (S.P.D., 1978)

The counseling program expanded its efforts to deal with project attrition. In consultation with the Master Counselor, the project Research Coordinator designed an exit interview to be used with all students who were not continuing in the program, during the second year. This cooperative planning illustrates the process used in formulating project procedures which could yield a useful data base.

The counselors had information on students' problems and the Research Coordinator contributed an appropriate format for data collection and analysis. The study was expected to yield information through which the project personnel could gain a better understanding of attrition which could lead to the development of improved approaches to the problem.

The findings of one investigation, based on interviews with 40 students who didn't return in the Fall, 1979 reported to the project personnel in September, 1980, were that "no single factor emerged as a fundamental cause of attrition" (Hartman-Haas, 1980a). The major problem areas cited by students as reasons for their not returning to school were: transportation (16%), work related (13%), personal/family (13%), illness (13%). Only 11% (N=4) identified program related reasons for not returning. Of the 22 factors listed as possible contributing factors to not returning to school, participants did not indicate that teachers' attitudes, counseling services or bilingual services contributed to their decision. The factors that did play a role were: family problems (cited by 24%), dissatisfied with progress (23%), health reasons (22%), financial aid (22%), felt couldn't succeed (18%), job related (18%), transportation (17%), felt not ready for college (17%) etc. While some of these factors may be considered by counselors and dealt with in the counseling process, many can be handled appropriately through referrals. No specific programmatic changes seemed indicated based on these data. Increased awareness of the multiplicity of students' problems seems to be one of the things that the staff gained from this study.

A further evidence of the general good-will that students feel toward the program and Rockland Community College is the fact that 44% of the participants in this study indicated that they intended to return to Rockland Community College, while 17% said they intended to continue their education at another institution. A considerable number (39%) indicated that they planned to go to work or to change their career plans.

Responses of the College Skills students to the counseling program in the Special Services Project were sought in the Student Evaluation of the College Skills Program (Hartman-Haas, 1981b). This 74 item questionnaire study was designed to examine students' "attitudes toward instructional and counseling services and general reactions to the program and program environment. Seventy-four students participated in the study". (Hartman-Haas, 1981b, p1). The responses to items dealing with counseling suggest that College Skills students perceive the counselors as being committed to helping students (52% responded "yes" or definitely yes" to that item) and as being available to students (65% so responded). "Students' experiences with counselors suggest that counseling facilitates the identification of personal goals, the development of self-confidence and personal insight, and the ability to be open, honest, and trusting in their relationships with others" (Hartman-Haas, 1981b, p.5). There were indications that few students discussed personal problems (18%) with a counselor but that they were more likely to discuss college problems (38%) or future plans (46%). Student responses indicate that many did not discuss any of these areas with a counselor. The largest percentage (52%) of students using counseling services indicated that they had once (24%) or twice or more (28%) "looked through occupational information to learn about job possibilities when I finish college". (Hartman-Haas, 1981b)

Future studies of students' use of counseling services might well consider who among the staff are perceived as counselors by the students. There is a possibility that students don't differentiate clearly among the staff with respect to functions. Questions posed in ways that elicit full information about contacts with counselors should be included in future studies, along with some ratings of students' perceptions of outcomes. Counselors' logs, categorized according to the proglems of students served, could also provide useful descriptive data of the counseling function of the program.

4. CULTURAL ACTIVITIES

The cultural activities included in the program were selected to provide students with unique opportunities. Despite their assumed easy access to New York City, many of the students had not been to New York, or had been there infrequently. They were not familiar with the cultural resources of the city, and the trips were designed to acquaint them with specific resources. Another facet of the cultural program was to acquaint the project participants with the resources at Rockland Community College and to encourage them to participate in the various activities offered through the Student Senate, the Office of Cultural Affairs, and the Office of Continuing Education. This had the double goal of acquainting students with college resources and encouraging their full participation in college events. The project staff began both of these cultural thrusts in the first year of the program and continued them through the three years.

All students in both College Skills and the English As A Second Language took part in the field trip program. Considerable enthusiasm for these activities was expressed. This satisfaction with the program of trips may be attributable to the inherent interest value of the sites and activities selected, but is probably also due to the way in which the trips were planned. Students were represented in the planning group which helped to ensure that the trip design would indeed fit the need of the participants.

The Spring Festival (described in Section III) provided an opportunity for cultural sharing with the college community at large. On this occasion, the Special Services Project participants were seen as the source and originators of activity. The response of the college community was enthusiastic and the Festival program expanded each year. Attendance throughout the Festival day was very good, and increasing attendance was noted by project personnel over the three years of the project.

Responses of the College Skills students to the cultural climate of the project were sought in the Student Evaluations of the College Skills Program (Hartman-Haas, 1981b). Four items dealt with specifics of the climate. To the item which asked if Special Services Project "increases cross-cultural respect and understanding", 48% of the students said definitely yes or yes, while an additional 11% were uncertain, and 45% thought it was an "intellectually stimulating environment", with 16% uncertain. To the item "Have feeling of belongingness in college" 21% of the students responded "almost always, 20% "often" and 25% "sometimes". It's of interest to note that about two-thirds of the participants made either favorable and positive statements or were uncertain. In this group of students who have historically been disaffected with education, the responses of this sample of students suggests that some positive attitudes have been developed toward the project, and by implication toward The College.

B. SUMMATIVE

Students' performance in reading, mathematics, and language will be described as well as students' evaluation of the Special Services Project.

Reading - College Skills

One major way of examining progress in reading is to look at the gains made by students during the three years of the project. Since there is great variability in students' reading level when they enter the program, results were analyzed in relation to students entering levels. Table I presents the mean pre and posttest scores at the end of one semester on the Nelson-Denny Reading Test, Form A for 420 students from 1977 to 1980. Those students for whom complete data were available were included.

Table I

Mean Reading Raw Scores and Grade
Equivalents Pre and Post One Semester
Of Students Entering College Skills
With Different Reading Levels, 1977-80

Entering Reading Grade Equivalent Level	N	Mean Pretest	Mean Posttest	t	p
-7	83	16.70 (-7.0)*	31.11 (7.9)**	11.86	<.001
7	103	27.58 (7.6)	40.21 (9.0)	11.11	<.001
8	117	35.35 (8.4)	45.32 (9.6)	10.86	<.001
9	117	43.75 (9.5)	52.21 (10.4)	7.26	<.001

*Grade equivalent in parentheses

**7.9 means seventh grade, ninth month

On each of the levels, improvement was marked as revealed in the mean scores' changes and the probability values of these differences shown in the t's and p's. The average gains were greatest for the students with the most limited beginning skills. Table II which describes the mean reading gains for students in each of the four beginning levels across the project's semesters shows this difference in raw score gains. (Hartman-Haas, 1980c)

Table II

Semester Analyses

Fall 1977 through Spring 1980

Mean Reading Raw Score Gain by Levels

	Beginning Grade Equivalent Level							
	-7		7		8		9	
	N	Gain	N	Gain	N	Gain	N	Gain
Fall, 77	19	16	21	15	27	12	27	10
Spring, 78	10	19	11	16	13	11	10	10
Fall, 78	16	13	21	11	31	6	22	4
Spring, 79	13	12	11	9	11	10	18	10
Fall, 79	17	15	23	14	22	10	20	8
Spring, 80	8	9	16	10	13	13	20	12
Combined Data:								
Fall	52	15	65	13	80	9	69	8
Spring	31	13	38	11	37	11	48	11

A similar picture of growth emerges from the data contained in Table based on analysis of reading achievement over one year of College Skills study for 106 students, 1977 to 80. Those students for whom complete data were available were included in this analysis.

Table III

Mean Reading Raw Score and Grade
Equivalent pre and post One Year
of Students Entering College Skills
with Different Reading Levels, 1977-80

Entering Reading Grade Equivalent Level	N	Mean Pretest	Mean Posttest	t	p
-7	36	17.14 (-7.0)*	35.89 (8.5)**	9.04	.001
7	32	27.56 (7.6)	44.09 (9.5)	7.26	.001
8	22	35.00 (8.4)	52.64 (10.6)	7.73	.001
9	16	43.63 (9.5)	52.56 (10.6)	2.51	.05

*Grade equivalents in parentheses

**8.5 means eighth grade, fifth month

Those students who started at the highest level, i.e. ninth grade reading equivalent, made less gain than those who began with lower scores. Since there was strong effort to develop curriculum materials and program strategies to meet the needs of students at the lowest beginning levels, these results are understandable. Clearly, those with the lowest scores are most vulnerable to failure and instructional strategies have not typically been available for them in conventional sources. It may be that the materials and strategies developed in College Skills under the Special Services project are a real contribution to the need for remedial materials at these levels.

Mathematics - College Skills

Special Services Project students' mathematics achievement during three years of the project was analyzed and summarized (Hartman-Haas, 1980 c). It should be remembered that the math curriculum underwent considerable revisions during the project. In 1977-78 the Math Skills Program incorporated arithmetic and algebra and was taught using traditional curriculum materials and instructional practices. In 1978-79, arithmetic was taught using a mastery learning approach and criterion referenced assessment. During 1979-80, this approach was refined further. Algebra was not included in the curricular materials. Math skills achievement was recorded as the number of students successfully completing the program, that is, reaching the criterion of performance established in advance in relation to the skills to be mastered. The results by semester and year are presented in Table IV .

Table IV

Successful Completion of Math Skills by
Special Services Students

Semester and Year	Total Number Enrolled	Number Who Completed	Percent Who Completed
Fall 1977	26	3*	12
Spring 1978	23	10	43
Fall 1978	34	12	35
Spring 1979	70	49	70
Fall 1979	59	32	54
Spring 1980	28	10	36
Yearly Analyses			
1977-78	49	13	27
1978-79	104	61	59
1979-80	87	42	48

The completion rates showed substantial improvement when the program was changed after the first semester. When the significance of these changes were analyzed, a highly significant increase in the percentage of students who passed from 1977-78 to 1978-79 was noted (Z=5.00, $p < .001$). The third year's completion percentage while lower than the second year was significantly higher than that of the first year (Z=3.28, $p < .001$).

Another matter of interest is the speed with which students completed the Math Skills program. The number and percentage of students who passed in one rather than two semesters increased substantially during the project. That percentage was 46% in 1977-78 and 56% in 1979-80, as shown in Table V .

Table V

Number of Semesters

to Math Skills Completion

		Frequency: Number of Semesters			Percent: Number of Semesters		
Semester & Year	Total Number	1	2	Unknown	1	2	Unknown
Fall 1977	3	2	0	1	67	0	33
Spring 1978	10	4	6	0	40	60	0
Fall 1978	12	11	1	0	92	8	0
Spring 1979	49	28	20	1	57	41	2
Fall 1979	32	30	0	2	100	0	0
Spring 1980	10	6	3	1	60	30	10
Yearly Analysis							
1977-78	13	6	6	1	46	46	8
1978-79	61	39	21	1	64	34	2
1979-80	42	36	3	3	86	7	8

This saving in student time is an important accomplishment of the project. Students' feelings about their chance of succeeding in college are logically related to the degree to which they are successful in their early skill-building experiences. The clear focus in the math skills program and the facilitation of skill acquisition may contribute a great deal to students morale as well as to their skills. This saving in students' time is an important accomplishment of the project. Students' feelings about their chance of succeeding in college are logically related to the degree to which they are successful in their early skill-building experiences. The clear focus in the math skills program and the facilitation of skill acquisition may contribute a great deal to students' morale as well as to their math skills.

English - English As A Second Language

Special Services Project students for whom English was a second language who had not yet mastered English participated in the English As A Second Language prgram. These students were identified on the basis of their scores on the English Language Institute Test and students' progress was demonstrated by pre-to-posttest score differences on this test. Table VI contains the mean scores, pre and post semester, based on complete cases, for each of the three project years. Students' progress toward mastery of English is evident in each year.

Table VI

Pre and Post Semester Mean ELIT Scores of Special Services Students in ESL Classes, During Three Project Years

		Pretest		Posttest			
Year	N	Mean	S.D.	Mean	S.D.	t	p
1977-78	109	23.21	10.06	29.38	11.03	10.526	< .001
1978-79	96	22.14	11.04	29.63	13.01	9.59	< .001
1979-80	105	21.48	11.13	28.52	11.59	11.43	< .001

Final Course Grades in College Skills

In addition to the appraisal of students' skills on the basis of test performance, students were also graded by their instructors in College Skills. Students' grades related positively to the quality and quantity of their progress in reading and writing. Table VII contains the number and percentage of students who received each of the grades assigned. When a student was graded P (i.e. Pass) he or she entered mainstream courses. HG indicated good progress and usually advancement to the next higher level in the College Skills sequence. HO indicated that the student needed further work usually on the same remedial level, and HX indicated that the student had not made satisfactory progress and that this failure was related to poor attendance. It is clear that the majority of students earned P or HG grades, thereby demonstrating their progress in acquiring skills.

Table VII

Final Grades Reported for Special Services Students in College Skills Classes for Three Project Years

	Pass		HG*		HO*		HX*		NOT Avail
Year	N	%	N	%	N	%	N	%	
1977-78	60	44	53	39	12	8.5	12	8.5	17
1978-79	54	32	95	55.5	6	3.5	16	9	8
1979-80	63	40	69	44	8.5		12	7.5	1

*HG - Good progress; usually advance in College Skills level
HO - Limited progress; usually continue on same level
HX - Failure related to lack of attendance

Final Course Grades in English As A Second Language

As in College Skills, instructors in the English As A Second Language program graded students on their progress in mastering English. These grades reflected students' progress in reading, writing, speaking and listening. A Pass grade indicated that the student was ready to leave English As A Second Language, HG indicated good progress within the program but the need for further development.

HX was related to insufficient attendance on the students' part leading to failure. Table VIII contains the grades for the three years of the project.

Table VIII

Final Grades Reported for Special Services Students in English As A Second Language Classes for Three Project Years

Year	Pass		HG		HX		Not Avail.
	N	%	N	%	N	%	
1977-78	26	18	112	77	7	5	9
1978-79	18	14	103	79	9	7	9
1979-80	15	11	108	81	10	8	0

*HG - good progress but maintained in English As A Second Language Program. Under this symbol have been included all levels of full and part-time students who made progress
HX - failure due to absences

Since the students make progress in one semester but do not usually complete the English As A Second Language program, the question of the amount of time students usually need to complete the program was addressed. Hartman-Haas, (1980 d) in examining a sample of English As A Second Language cases found that most students who pass (over 70%) do so within one year. Table IX contains data on numbers and percentages of students in this successful completion profile.

Table IX

English As A Second Language Special Services Students
Successful Completion Profile

		Number of Semesters to Pass							
		1		2		3		4	
Year	N	N	%	N	%	N	%	N	%
1977-78	27	7	29	14	58	3	13	0	-
1978-79	15	3	20	6	40	6	40	0	-
1979-80	17	5	29	7	41	2	12	3	18
Combined	59	15	25	27	46	11	19	3	5

Mainstream Followup

Curriculum selection and performance in the college mainstream by Special Services Project students who were formerly enrolled in College Skills or English As A Second Language was examined by Hartman-Haas (1981 a). She analyzed 108 transcripts of College Skills and 38 of English As A Second Language former students, and found that these students enrolled in 35 different curricula. Table X contains a selection of the courses in which College Skills students enrolled heavily (e.g. English and Psychology) moderately (e.g. Sociology and Criminal Justice) and infrequently (e.g. Engineering, Physics, etc.) and the grades received.

Table X

College Skills Students

Mainstream Courses and Grade Distributions

Curriculum	Total Enrolled	A	B+	B	C+	C	D	F	FX	IP/IN	W
English	165	1	4	13	32	55	14	13	11	3	19
Psychology	103	8	1	19	12	22	10	14	5	3	9
Sociology	45	2	3	2	5	11	9	3	5	2	3
Criminal Justice	45	1	8	9	4	15	3	0	1	1	3
Economics	20	2	0	1	3	9	1	0	1	1	2
Accounting	18	2	0	0	0	2	0	4	3	2	5
Political Science	16	2	1	2	1	6	0	0	2	1	1
Secretarial Skills	16	1	0	1	0	2	3	4	2	0	3
Speech	15	2	3	5	2	0	1	0	1	0	1
Engineering	5	2	1	2	0	0	0	0	0	0	0
Spanish	5	2	0	0	0	2	0	0	0	0	1
Physics	4	1	0	3	0	0	0	0	0	0	0
Occupational Therapy	4	0	0	2	0	2	0	0	0	0	0

Table XI contains similar detailed data on English As A Second Language former students.

Table XI

English As A Second Language Students' Mainstream Courses and Grade Distributions

Curriculum	Total Enrolled	A	B+	B	C+	C	D	F	FX	IP/IN	W
English	66	2	2	7	5	23	8	1	4	1	13
Psychology	35	3	1	5	2	10	6	2	1	2	3
Secretarial Skills	23	0	0	6	1	5	2	2	1	0	6
Human Services	19	1	0	3	2	2	0	3	3	1	4
Biology	18	0	0	0	1	2	1	5	1	0	8
Math	18	5	1	3	0	2	1	1	2	0	3
Sociology	17	1	1	3	0	3	1	2	2	1	3
Engineering	6	4	2	0	0	0	0	0	0	0	0
Physics	6	1	1	1	0	1	2	0	0	0	0
Speech	5	0	0	4	0	0	1	0	0	0	0
Elec. Tech	4	0	0	1	0	2	0	0	1	0	0

Similarities were noted in the courses for which the College Skills and English As A Second Language students registered after completing the project course(s). Students most frequently enrolled in English and Psychology. They took a wide variety of courses suggesting that they have been guided to develop their own areas of interest. The results in these selected listings indicate that the project students were relatively successful in their mainstream courses. The complete set of data support this conclusion.

Special Services Project Graduates

In 1980, five students (three females and two males) who had completed the College Skills program and three (one female and two males) who had completed the English As A Second Language program in 1977 graduated with Associate Degrees. These students graduated with better than C+ averages, and one former English As A Second Language student graduated with high honors. (Hartman-Haas, 1980 c).

It should be noted that students who completed the Special Services Project courses in the fall semester had five semesters in which to complete a degree or certificate, while those who completed the course in the spring had only four semesters to graduate. Fourteen students from the 1977-78 group were enrolled during the fall semester 1980, working toward graduation. Students in subsequent project years would not have had time to complete programs by 1980.

Students' Evaluation of the College Skills Program

In summarizing the results of 74 students' response to a questionnaire, Hartman-Haas (1981 b) noted a number of positive aspects. . . "The majority of students had favorable attitudes towards the College Skills Program. The results indicate that students believe the program holds high standards of intellectual performance and develops students to be competent in their reading, writing and math skills. Students feel that the program provides them with the instruction they need, and generally are comfortable with the number of courses they are required to take. An overwhelming majority approved of the homogeneous grouping of program classes. In addition to facilitating development of the basic skills required in the college mainstream, students reported that the program increases their desire and ability to undertake self-directed learning and helps instill a life-long commitment to learning. (p.7)

Most students indicated they thought that the college should eliminate course prerequisites and allow students to enroll in classes they feel they can handle regardless of test scores or course requirements. This reaction may suggest students feel that their courses were too easy and they could have enrolled in more difficult (mainstream) courses. Interestingly, however, a majority of students indicated that the courses they enrolled in (which were subject to test score and prerequisite criteria) were at the appropriate level. (p.8)"

Hartman-Haas pointed out the need for attention by the program staff to students' perception of the needs assessment process (i.e. students didn't understand that the tests they took were related to course placement and to progress assessment). She noted that these students felt the need for more extra help or tutoring than was available at times and that they need a greater feeling of belonging to The College as a whole. These items are useful in that they can be given concerted attention by the staff.

With respect to instructional services, student responses were summarized as follows: "The results suggest that generally students felt instructors were competent and dedicated to providing effective instruction. Program faculty were perceived as treating students fairly and with respect. Students felt their teachers came to class prepared, specified what was expected of them, and carefully monitored their progress thoughout the semester. The form and content of instruction including: the amount of individual attention students received, responsiveness to students' needs for clarity, marking procedures, and in and out of class assignments appear to be satisfactory to most students. (p. 2)"

Program improvement, from the students view, would be fostered by greater availability of faculty members at times convenient to students, and by greater interest in students by faculty members outside of class. Staff continuing its attention to making the courses different from those in high school, and requiring the purchase of only essential textbooks, seems appropriate.

In general, the results of the student survey suggest that there are many sources of satisfaction with the program. Those areas noted for attention and potential improvement can prove useful to the project staff in its deliberations.

VIII. SUMMARY AND RECOMMENDATIONS- Elaine B. Chapline, Ph.D

Each of the areas considered in the evaluation sections is summarized and some recommendations are posed. These recommendations are offered with the intent of improving a program that is currently functioning well and achieving many of its goals.

Needs assessment:

Appropriate steps have been taken to refine the assessment procedures developed in the Special Services Project. There have been many instances of systematic review of the assessment procedures and investigations of the value of the instruments used.

It is recommended that the study of student placement in the English As A Second Language program be continued so that the local instrument can be refined further or replaced with one that the staff determines to be more useful. The English Placement Project should also be continued, since it is especially important to continue the efforts to improve the assessment of writing. The relationships of writing and reading might well be examined in relation to students' achievement in English 101. The relationships of assessment/placement scores with later indications of achievement might also be worth exploring to establish the predictive validity of these scores.

With regard to the students' view of testing, it is important that these participants be helped to see the relationship of testing to other project activities. In an atmosphere which is non-threatening and supportive, perhaps under the direction of counselors, students should be helped to see how the testing processes can be useful to them personally as well as to the institution or project.

Curriculum development:

There have been major accomplishments in the development of curriculum for Special Services students. There is evidence available in project evaluation data of the effectiveness of these curricula in students' responses and judgements of the program and in their achievement as a result of using these materials. The level of refinement that has been reached in the materials probably reflects the openness and professionalism of the staff. Inputs from staff, students and consultants were used constructively in refining and modifying the materials and procedures.

It is recommended that the process which the staff has used of gathering feedback on curriculum be continued. Further field testing of materials is also desirable. Dissemination of materials to other sites in which a similar population of adult learners are served should be considered. This would have at least two benefits, i.e. further opportunities to modfy materials to insure that they are appropriate across settings and an opportunity for Rockland's leadership in this area of remedial education to be demonstrated. There are, of course, benefits for a site which might serve as a field test site in the availability of materials that have been designed and used with educationally disadvantaged adults at the college level. In order to carry out such a dissemination and field test project, it is suggested that funding be sought.

Counseling:

Counseling has been integrated into the program of education for the Special Services group. One of the key indicators of this integration is the joint planning for data gathering and service delivery by counselors with other staff members. This instructional and counseling staff interaction is a highly desirable aspect of the project.

It is recommended that future studies of the effects of counseling deal with the students' perception of counselors' and counselor/tutors' roles. It may be that the pattern of use of counseling services (described above) is related to students' perceptions of the people to whom they might turn for various needs. Future studies might be aided by designing questions into questionnaires that elicit information about the nature of counseling contacts and their effectiveness as students see them.

It is suggested that counselors take a key role in helping students to see the relationships among the various aspects of the program of services provided for them. This process could begin during orientation sessions and be continued throughout the student's experience in the project.

Cultural:

Available evidence is that students found the project, and by implication The College, "culturally rich" and "intellectually stimulating". These judgments are directly pertinent to the Special Services Project goal to reach and involve these historically disaffected students for whom education had been problematic. It appears that the project's provisions to enrich the environment for the students were worth the attendant efforts.

It is recommended that cultural aspects of the campus life continue to be stressed and that students be encouraged to participate. There is still need for these students to feel that they are a more integral part of the life of The College. This spirit may be fostered by maintaining some of the effective project activities, such as the Spring Festival, in which the Special Services Project students have opportunities to demonstrate their leadership.

Student Achievement:

Progress has been noted in students' reading, mathematics and English language skills. The indicators of progress are test scores and class grades. The followup of students in The College mainstream indicated that students are relatively successful over a wide range of curricula. The first Special Services Project group has had some graduates and there are probably more who are ready to graduate in 1981.

It is recommended that systematic followup be made of Special Services Project students in the mainstream both with regard to their academic standing and to their reflections on the program. These students' views may be especially useful in providing feedback to the staff. It is also recommended that the studies that have been initiated on affective factors in learning (e.g. achievement anxiety, self-concept of achievement, etc.) be completed. There is interesting data available for analysis that could prove useful for both instructors and counselors in their work with these students.

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APPENDICES

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APPENDIX A - - - CASE STUDIES

SELECTION OF CASE STUDIES:

Students were selected for interviews through a process of reviewing the Special Services Project files in order to determine whether the student -

1) was a Special Services Project participant in the past three years, and
2) either successfully completed or dropped out of the College Skills or English As A Second Language programs.

Sixteen letters were mailed to students who met these criteria. Two were returned because the students had moved and left no forwarding address. Nine students responded and all were interviewed.

Although the students interviewed cannot be considered to be a random sample of the Special Services population, they do seem to be representative of students who have been and are currently being served by the Project.

THE INTERVIEW PROCESS:

Interviews were conducted in an informal, open-ended manner. Students were asked general and specific questions about their backgrounds, family structure, reasons for attending Rockland Community College, expectations of college education, career goals, sources of emotional and financial support, and satisfactions and/or dissatisfactions with their college experience. (See attached interview schedule)

Most of the meetings took place at Rockland Community College, others were conducted at Elaine Padilla's home. Students were encouraged to talk freely while Elaine Padilla took notes on their responses and comments. Although each student was assured of confidentiality, without exception the student seemed unconcerned about that issue, was pleased at being invited to be interviewed and was generous about sharing information.

Informal, Open-Ended Interview Schedule

I. General Information

   A. age
   B. sex
   C. country of origin; ethnic background
   D. marital status
   E. educational background
   F. health status
   G. family structure; living arrangements

II. Reasons for Attending Rockland Community College.

III. Expectations of a college education

IV. Career Goals

   A. clarity
   B. reality

V. Sources of Support

   A. financial
   B. emotional
   C. institutional
   D. barriers to attending college

VI. Satisfactions/Dissatisfactions with college (RCC) experience

VII. Feelings about being part of a Special Services Project

Interviewer Research

1. students' progress through the College Skills/Special Services Project
2. students' academic record

RECURRING THEMES:

When all interviews were completed, this interviewer was struck with differences among our students but newly impressed with commonalities.

1) All initially experienced frustration and anger at being placed in the College Skills program where they would receive no academic credit for their work. Many deliberately avoided telling friends that they were part of the program and went so far as to cover their textbooks so that the connection to College Skills would not be immediately apparent. The situation was especially trying for students when friends who had "obviously" done academically inferior work in high school were allowed to take mainstream courses while they (the academically "superior" students) were assigned to College Skills.

2) Each student interviewed reiterated how the College Skills staff was concerned about his/her academic and social performance and was supportive and sincere in its efforts to get the students out of the program and into the mainstream. Most noted that the feeling of "family" was not carried over to mainstream faculty and/or instruction. Of particular interest is that students liked having counselors available to them when needed for personal and/or academic problems. This, again, for some reason is not perceived as accessible in the college mainstream. Many students have returned to seek "informal" counseling from both the College Skills instructional and counseling staffs, and have noted that they feel "adrift" and "isolated" in the mainstream.

3) Despite obvious financial and social problems and, in some cases, histories of academic failure, the students interviewed seemed to be highly motivated to "pass out" of College Skills. This was evident even in those cases where career goals were not clearly set. In all cases students felt they would be "better off" with college educations.

4) Although placement in College Skills was initially considered to be perjorative and demeaning by most of the students interviewed, all indicated that they

either "did not do their best" or "messed up" in high school and, now that they had been graduated from College Skills, were grateful for a "second chance".

5) None of the students interviewed was aware of the fact that he/she was part of the Special Services Project. This is not surprising since it has been the policy of the College Skills and English As A Second Language Programs not to separate out Special Services Project students for differential academic and/or counseling treatment.

At the conclusion of the case studies, Table A shows students' progress through the Special Services Project in terms of entry and exit dates and raw scores on appropriate entry and exit tests.

Case # 1 is a 24 year old, single, Haitian woman who came to the United States in November of 1974, with her mother and five siblings. She attended Nyack High School and was graduated in June, 1977. Although, as a student Marie has received financial aid, her family has never received welfare.

Marie's career goal is clear - - she would like to be a nurse. She was accepted at Keuka College (New York) where she applied with the intention of pursuing a nursing degree. However, a guidance counselor at the high school convinced Marie's mother that she would have a "hard time socially" at that school and suggested she come to Rockland Community College instead. Marie was also accepted at William Paterson College but the College did not have a nursing program at that time. They have since written inviting her to attend their new nursing program but Marie will continue to stay at Rockland Community College.

When Marie came to Rockland Community College, she was advised to take English As A Second Language and some science courses. She spent one semester in the English As A Second Language program and the following semester took English, Sociology 150 and Anatomy I.

Marie is fully cognizant of the demanding curriculum required for a nursing degree. At this point she has almost completed the curriculum but has needed to extend her time in the program because of low grades.

Marie lives at home with her mother and receives financial aid from the college. She also has a part-time job as a nurse's aid at Nyack Hospital. In the past, transportation to school was a problem for her because of inconvenient bus schedules, but she now has her own car.

Marie receives a great deal of emotional support from her mother and from her American friends. She also felt that she was supported by the College Skills and English As A Second Language instructors and continues to seek them out for advice and support. She feels, however, that a majority of the regular faculty are "prejudiced against Haitians". A psychology teacher noted that he "doesn't teach for foreigners" and gave her a letter of permission to transfer to another class (which she did after paying the $3.00 fee). An instructor in the Nursing Department told her, "you will pass the courses but nursing is not for you; you should talk to the leaders of your community" to see what else you can do. Another Nursing Instructor told her that "English is not your language" implying that, therefore, nursing is not suitable. Marie feels that there is a great deal of pressure in the Nursing Program particularly since a score of 70 is needed to pass each unit. She notes that one can take the "Boards" with a D average and get financial aid with a D average. Also, she is upset because she cannot review the corrected finals and "learn from her mistakes."

Marie is also concerned that the Nursing Program at Rockland Community College will be discontinued because she has heard that there are many complaints from students' parents. In addition, friends have told her that some agencies will not hire Rockland Community College graduates.

On the whole, however, Marie is quite satisfied at Rockland Community College. She is particularly happy with the tutoring program and class size. She liked the college better before 1979 because she had "closer contact with the teachers. In nursing you have to do too much on your own and the teachers are not too helpful." She feels that she profited tremendously from the College Skills program and that she was more than adequately prepared for the advanced (mainstream) classes. She also felt she was part of a "family" in College Skills and appears to be somewhat adrift and disillusioned with not having that support system continued.

Case # 2 is a 20 year old, white, male who was born in the United States and was graduated from Clarkstown South High School. He lives with his parents and two sisters (ages 23,16) and receives neither financial aid nor welfare. His father works in the produce department of a grocery chain and his mother does not work at all.

Originally Tom went to Westchester Community College because he wanted to play football. However, he disliked the "whole setup, especially the coach" so he came to Rockland Community College because "it was close to home and was not supposed to be a hard school."

While he was in high school, Tom needed special reading classes and was assigned to the College Skills Program when he came to Rockland Community College. He was a Skills student for three semesters and found it "rough psychologically because I felt lower than the other students and wasn't getting any credit for the courses." Now that he has "passed out" of the program, Tom appreciates the progress he made and the help he got in College Skills. "The teachers there were the only ones that cared about how I was doing. Even though it took awhile I came out ahead. The teachers really cared and worked with you. They wanted you to get out." He does not seem to have this impression of the mainstream faculty: " in Science I bombed out on two tests and the teacher said I didn't have to come back because she didn't want to be bothered."

Tom's goals for the future are not clear at this point and he is not sure he wants or needs to get a college degree. He is attending Rockland Community College "to better himself" but thinks it may be a waste of time because he doesn't "put all (his) effort into it." Tom is a volunteer fireman and did well in the fire-training program. He plans to take the Fire Department test in January and the Police Department test in June. He thinks that he got enough help from College Skills to do well on both of these tests.

The emotional support Tom received from his parents was at best, ambivalent. "My folks tell me to drop out of school if I don't like it but then they get upset when I don't register." The biggest barrier to Tom's continued success seems to stem from his frustration of not matching his being in college with any particular goal, although he is certain that college will make him a "better person."

His transition from College Skills to mainstream courses was not as difficult as he expected. "The Skills teachers told us regular classes were hard but I didn't find them hard because if you read you will get ahead." In general, Tom is happy at Rockland Community College because he does not feel "too pressured." Transportation to and from school is not a problem because he has a mortorcycle.

Case # 3 is a 35 year old, married, woman who was born in Jamaica, West Indies and came to the United States in 1969. Sheila was English-speaking when she arrived here and was considred to be a high school graduate because she completed 10 years of school in Jamaica plus 2 years of "home economic s" school.

After she arrived in Rockland County, and was living wither her sister, Sheila took a home study course in Math and English. She came to Rockland Community College in 1979 to continue her education. She had no career objective at that time and wanted to take some formal liberal arts courses before making any career decisions.

She "would have passed the Nelson Denny test if (she) wasn't so nervous" but wound up spending two semesters in College Skills. Now Sheila feels she would like to pursue a career in Social Work and specialize in problems of the mentally retarded. She is currently enrolled in the Human Services Department and knows she must transfer to another college in order to complete her studies. She plans to do that next June.

Although she initially felt that she probably did not belong in the program, Sheila found College Skills very helpful. "I was really a dummy when I came here. College Skills helped me with my insecurity and showed me that I was capable of learning." College Skills "helped me 100% academically . . .to write better and learn new words. I knew how to read" but it helped me read with comprehension. "I had a fear of talking to educated people. Now I feel part of them."

Now that Sheila is in the mainstream of Rockland Community College, she says she misses the College Skills "family and the close interaction with people." She felt that the College Skills staff drew the students closer so that they could work together. Sheila found the College Skills counseling staff most helpful in reviewing career options and setting career goals, particularly in the Occupational Awareness course.

She noted that Rockland Community College gives people who may not have been able to go to college a "chance" to do so. She feels the physical layout of the school is beautiful and most of the teaching staff seems to care about students. Sheila was somewhat frustrated with the registration and financial aid procedures when she first came here but feels that these have been greatly improved in the last year.

Sheila receives no financial aid now but was originally supported by OVR because of a back problem. She gets a great deal of emotional support from her minister and when she was in/College Skills got emotional support from the teaching and counseling staff. She doesn't feel "supported" in quite the same way from mainstream faculty.

The greatest barrier to the successful completion of Sheila's studies is economic. She must work at least part time as a babysitter to cover the costs of her education.

Case # 4 is a 20 year old, Jamaican, woman who speaks English well and lived in Westchester County for 10 years before coming to Rockland County. She was in an English As A Second Language class in elementary school (3rd grade) and was in below-level English classes in high school.

Yvonette came directly to Rockland Community College after being graduated from White Plains High School because she could not get a job. She "failed" the Nelson-Denny test because she did not know she was being "timed" and spent two semesters in the College Skills Program.

Yvonette is interested in data processing. She would like to get a degree from Rockland Community College and then get a job where she can be trained while working. She is receiving financial aid from the college and is a work-study student.

While in College Skills, Yvonette was bored with some of the subjects but found that her writing improved considerably. Although she "passed out" of the program, Yvonette is voluntarily returning next semester for some additional help in Communication Skills. She found College Skills classes "harder to pass than most of the regular classes." Although she knew she needed help with reading and writing, Yvonette resented spending the "whole day" in Skills and would have liked to take some credit courses too.

Unfortunately, Yvonette has gotten little emotional support from her mother who can't understand why Yvonette had to spend so much time doing homework for classes that did not have academic credit attached to them. Yvonette finally moved out of her house and currently lives with an Aunt who was a former Skills student.

Yvonette is also "into religion." She gets emotional support from her minister and from the bible.

She feels that Rockland Community College is a good school but not an "easy" school. "There is help around when you need it, especially from College Skills" staff. She also likes the mediated instruction system.

"Many people in the college feel that Skills students don't know anything but that's not true, we have a lot of life experience." She found the College Skills instructors very encouraging and motivating. "I'm going to show (them) that (they) didn't put (their) hopes into me for nothing!"

Case # 5 - Domingo is a 31 year old, single, man who was born in a small town in Puerto Rico. He came to the United States when he was 27 years old and had already attended the University of Puerto Rico for one year.

While living in Haverstraw with his brother, Domingo saw advertisements for Rockland Community College posted in the area. He went to English As A Second Language classes in Haverstraw for awhile and then came to main campus. While he was in school during the day, Domingo worked as a gas station attendant at night. He felt that he learned a great deal in the program, and although Domingo's plans for the future are not clear, he thinks he would like to work as a teacher or occupational therapist. At present, however, he "just wants to learn more English." He is currently employed as an Attendant for retarded adults at Letchworth Village.

Domingo dropped out of the English As A Second Language program before completing his first semester on Main Campus because his mother was seriously ill in Puerto Rico. When he returned, Domingo attended classes in Haverstraw that were not affiliated with Rockland Community College. He was disappointed, however, because he felt that he wasn't learning enough English since the teachers spoke mostly in Spanish and you "can't learn English like that."

Domingo plans to return to Rockland Community College next semester and will enroll in evening classes so that he can retain his job and not require financial aid. He wants to become more fluent in English before enrolling in mainstream courses. He enjoyed the English As A Second Language courses and looks forward to continuing with them.

Case # 6 is a 27year old, Haitian, male who is married and has two children. He came directly to Rockland County from Haiti at the age of 16 and lived with his mother who was already residing in Nyack.

Guy was placed in an English As A Second Language program in Nyack High School and joined the Marines for two years immediately after being graduated. He came to Rockland Community College with no plan in mind. . . "it was better than wasting time" and was placed in the College Skills program, which he felt he needed.

"Nyack High School rushed foreign students out and didn't help their education". Guy feels that the high school "gypped and short-changed" him but he didn't realize it at the time. Parents of foreign students were not able to participate in school conferences or meetings because of a language barrier and therefore could not act as advocates for their children. "Foreign students are dead unless they have a great deal of determination or parents who know what's going on."

While in College Skills Guy received help in writing and study habits. More important, he felt that the program gave him confidence to pursue the regular college curriculum because it gave him a feeling of "belonging" to the college community. Although he did not feel isolated from the rest of the college, he was somewhat "embarrassed" at being in Skills. Despite that, "the College Skills Program helped because the teachers were interested in me personally and taught me what I needed to know to get into some kind of career program."

Guy received Veteran's benefits but is not eligible for financial aid at this time because his income is too high. He looks to his mother for emotional support because he is having "family problems" at the moment and cannot "vocalize his concerns" to his wife.

For the most part, Guy is happy with his status as a student at Rockland Community College but frustrated because he is not working toward a "goal." Unfortunately, he "passed" out of College Skills before he could benefit from the career counseling courses.

Case # 7 - Joseph is a 22 year old, single, white male who was born in Mexico City and came to Rockland County two years ago to visit his brother. He had received a high school diploma in Mexico City. Joseph came to the United States with the intention of staying here and studying to be an Electrical Engineer. While he was still in Mexico, Joseph's brother told him about Rockland Community College.

In the Summer of 1977, Joseph was enrolled in the English As A Second Language program. This was his first exposure to an American school and an English-dominant educational system. He spent one year in English As A Second Language and then passed EN 101 the following semester.

Joseph transferred to the University of Bridgeport in Fall, 1979 in order to pursue an electrical engineering curriculum. He chose Bridgeport because he brother had moved there and Joseph could rely on his financial and emotional support.

When his brother moved back to Spring Valley, Joseph transferred to Farleigh Dickinson where he claims to be "satisfied but not happy."

While he was at Rockland Community College, Joseph felt he was able to get to know the faculty and the faculty knew him. This has not been his experience at the other two colleges. "I am happy that I started at this college; it was a great boost. It gave me motivation to achieve my goals." Joseph was especially happy with the Math Lab where he "could always get help if (he) needed it."

He sometimes was frustrated at Rockland Community College because he felt he was not achieving in class at the high level he desired although "the courses were good and (he) learned a lot."

The experience of faculty/student "closeness" at Rockland Community College made the distance between professors and students at the other colleges seem greater. "They (the professors) are only interested in theory not the students or the real world. Theory is perfect but the real world is not."

Joseph has one more year of work to complete his baccalaureate degree in engineering. He is undecided, at this time, whether to pursue graduate work or secure a position in a company that would reimburse his graduate school tuition. He plans to confer with members of the College Skills and English As A Second Language staff regarding this problem.

Case # 8 is a 20 year old, divorced woman with two children (ages three and two), who receives welfare and financial aid. Linda was born in New York City, sent to Haiti to be raised by her grandmother and returned to the United States when she was nine years old. She has attended elementary school, junior high school and high school in Rockland County. Linda speaks English fluently and has never been part of an English As A Second Language program. Currently, she is living alone with her children and supplements her income by working as a nurse's aid in private homes. These jobs are secured through an agency.

After being graduated from North Rockland High School, Linda worked for one year and decided to come to Rockland Community College because she wanted to be a nurse. ("The location was convenient and the price wasn't bad.)

Her score on the Nelson Denny test placed her in the College Skills program and made her angry because she felt she would be wasting time. ("I didn't like College Skills courses because they didn't relate to what I needed. I wasted a whole year in College Skills; I could have taken nursing courses right away and struggled just like I'm doing now!")

Linda felt that College Skills courses did not prepare her for the nursing program because the "technique" learned were not acceptable in the EN 101 course and the content was not applicable to the nursing program. The Occupational Awareness course was not perceived as helpful because she "had (her) mind set when (she) came here and still does."

Linda gets financial assitance from the college but has nobody to rely on for emotional support. . . "my family does not understand my struggling." The only support she has received is from the College Skills counseling and instructional staffs. "Maybe other students care but I'm on my own!"

Financial difficulty seem to be the largest single barrier to Linda's success in college. She is currently residing at a hotel for social service recipients and the money she earns from part-time work is spent on baby-sitting and car repairs. She will not be able to continue in school if social service support and/or financial aid is discontinued or if her car becomes unusable.

Linda feels that Rockland Community College is basically a good college. She likes its compact physical set-up and the fact that she doesn't have to walk too far to classes.

She is very dissatisfied, however, with the mainstream faculty. "College Skills teachers are the only ones who care about individuals; the other teachers just teach class and that's it. You can't talk to the nursing teachers, they rush you and don't even know your name."

Linda also feels that financial aid requires too much of a credit load for full time status. She would like to reduce her course load in order to be more successful but cannot because she will lose her financial aid.

Linda is having a great deal of difficulty with nursing courses and has to spend most of her homework time with a medical dictionary. She knows she can always return to College Skills for assistance from the instructional and counseling staff.

Case # 9 is a 19 year old, single Haitian, man who lives by himself. He came to the United States with his mother and some siblings at the age of eleven. He learned English in an elementary school in Brooklyn but was never in an English As A Second Language class. The family moved from Brooklyn to Queens, to Canada and, finally, to Spring Valley.

Dan went to Spring Valley Junior High School and was awarded a diploma from Spring Valley High School. He was in "on-level" classes in high school.

When he came to Rockland Community College, Dan said he "made no effort to pass the Nelson Denny test and was placed in College Skills, where he spent one semester. He plans to get a 60 credit degree and then major in Business Administration if he transfers to another college.

In the meantime, he has started his own Marketing Research company and is an Amway distributor. According to Dan, these enterprises are going so well that he really doesn't need a college degree. However, he is going to pursue one anyway, "just in case something goes wrong."

Dan is receiving financial aid from the college and gets emotional support from his mother and sisters. He says he would not be able to continue in school without financial aid.

Although he was very "disappointed" at being placed in College Skills. Dan feels that the College Skills staff helped him to set goals and increase his reading speed and comprehension. More important, though, he feels that his writing ability has improved to such an extent that his current English teacher is "very impressed." Now, he is "glad (he) spent one semester in College Skills."

Dan is generally happy at Rockland Community College. He likes the idea of being close to home so that he doesn't have to deal with dormitory living. Transportation to and from schoool is not a problem because he is able to carpool with other students. This gives him time to do his work and study in school before going home.

Dan is dissatisfied only with the sports facilities at Rockland Community College and the high prices in the cafeteria.

He is obviously a very independent and highly motivated young man.

TABLE A

Student Progress Through Special Services Project

Case No.	Date Entered College Skills Or ESL Program	Raw Score on Entry Test *	Date Exited From College Skills or ESL Program	Raw Score on Exit Test *
1 (ESL)	9/77	36	5/78	42
2 (CS)	2/79	21	12/79	57
3 (CS)	9/79	2	5/80	63
4 (CS)	9/79	35	5/80	63
5 (ESL)	2/79	34	5/79	Dropped
6 (CS)	9/79	28	12/79	50
7 (ESL)	9/77	38	5/78	44
8 (CS)	9/79	26	5/80	57
9 (CS)	9/80	32	12/80	50

*For College Skills students - Nelson Denny Test, Form A

*For ESL students - English Language Institute Test

SPRING 1978

ROCKLAND COMMUNITY COLLEGE
SUFFERN, NEW YORK
10901

CONTRACT FOR EDUCATIONAL SERVICES

This agreement is between Rockland Community College, Suffern, New York

and ______________________ ______________________________
NAME ADDRESS

BASIC PREMISES:

1. Rockland Community College is an educational institution and desires to provide counseling and developmental instruction in reading, writing, and mathmatics.

2. ______________________ wishes to improve his/her skills in reading, writing and mathmatics so as to achieve a clearer understanding of his/her level of academic skill and to prepare for college course work.

3. ______________________ would like to take advantage of whatever financial aid is available to him/her.

____
DATE

Now therefore it is mutually agreed by the parties as follows:

1. ATTENDANCE: The student will diligently prepare all assignments, will arrive on or before the beginning of each class, will attend the entire class period and participate in class activities while they are in session. Classes meet for ________ hours each week between February 1, 1978 and June 1, 1978.

2. FIELD TRIPS: The student will attend all field trips unless previously arranged with the counselor.

3. FORMS: The student will complete the following forms:

   Tuition Assistance Program (TAP) application
   Basic Educational Opportunity Grant (BEOG) application
   Financial Aid Form

   While all students must complete the above forms; not all students are eligible for aid.

4. JOB: Rockland Community College may provide a job on campus paying $2.75 per hour for up to 15 hours a week while class is in session.

   If Rockland Community College provides a job, the student agrees to arrive at designated place and time and diligently perform the services required. To the extent possible Rockland Community College will assign work in the student's selected field of interest.

5. FINANCIAL AID: Rockland Community College will administer the above mentioned grants so that the student receives the appropriate funding, if eligible, as follows:

   a. tuition to Rockland Community College for instruction, classroom space, equipment
   b. transportation allowance, lunch allowance, books and supplies
   c. admission fees, and transportation for required field trips

6. ROCKLAND COMMUNITY COLLEGE: will provide qualified instructional and counseling personnel, and necessary facilities for scheduled classroom work.

7. ACADEMIC CONTENT AREAS: The student and the instructor will work out objectives for each area. These objectives are attached to this contract as Appendix A (Reading), B (Writing), C (Math), and where applicable, D (Clinical Module).

8. FRESHMAN SEMINAR: The student and counselor will set out the objectives for freshman seminar. These are included with this contract as Appendix E.

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____
(For Rockland Community College)

____
(Student's Signature)

APPENDIX C

MASTERY LEARNING THROUGH CLINICAL INSTRUCTION

OR

ALL THE THINGS YOU EVER DID IN TEACHING WITHOUT KNOWING WHY

By Dr. Janet R. Brown

The major goals of the College Skills remedial/development program are to change student attitudes and improve student skills. Before the student is ready to enter fully into the mainstream of college life, he must acquire certain prerequisites in the basic skill areas. For this reason the College Skills Program employs, along with a clinical model of teaching, a mastery approach to learning. Bloom (1968) has had perhaps the most to say about the mastery approach; his ideas in turn have been based on the work of John B. Carroll (1963).

Central to the mastery approach is the belief that most learners can learn well if given sufficient time to learn and if instruction is optimal for them. In order to meet these conditions, 1) the objectives of instruction must be clearly understood by the learner; 2) each learner must have acquired any prerequisites necessary for success in the present learning task; 3) the learner must be able to profit from the instruction; 4) the learner must attend to the learning task long enough and well enough to learn the material. Mastery learning has been carried on in a variety of formats for a wide-range of student abilities and in widely disparate disciplines. Operationally regardless of format, student or discipline, the learner must demonstrate a mastery of objectives at one level of a learning task before being allowed to proceed to the next. Frequent testing (formal and informal) with corrective feedback designed to help the learner master the objectives (rather than to attain a course mark) is an important and necessary part of this approach.

Robert Gagné (1977) reiterates the requirements for effective teaching and learning under the heading of the "conditions of learning". Regardless of specific materials, techniques, approaches etc. these conditions must be met if learning is to occur. They are: 1) clear objectives, 2) the meeting of prerequisites, 3) attention to the task, 4) the need for practice and 5) knowledge of results. Any approach to be effective must somehow account for all the conditions of learning necessary for a given learning task.

The College Skills Program utilizes a clinical teaching model in order to account for the conditions of learning and to implement a mastery approach. The following model describes a process in which the first stage is to determine the capabilities, characteristics and styles of the learner. The second stage is to determine what is to be learned and how it is to be learned and the third stage is to determine whether in fact, learning has occurred. The following is a diagram of the model:

Assessment/Diagnosis ⟶ Prescription ⟶ Evaluation

The phases of the model each provide important ways of meeting the conditions of learning.

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Assessment/Diagnosis

In this area we are primarily concerned with what the learner already knows; what skills he/she already possess; what attitudes/values he/she already holds and the ways in which he/she learns best. Determining the nature of these learner characteristics is the essence of learner assessment.

Diagnosis more specifically occurs as another, deeper level of determining learner characteristics after we ascertain that our instructional strategies have been less successful than we had expected. This level of assessment is designed to get at the specific blocks, problems or skill deficits that are beyond the scope of routine assessment. Needless to say, the lower the level of skill possessed by a student, the more likely that diagnosis after routine assessment will be required.

Prescription

Typically, the prescription area is divided into two separate parts: planning and enactment.

Planning: Planning includes the specification of short-term and long-range objectives in a particular curricular area. Included in planning is task analysis. By task analysis we mean the determination of the prerequisite skills, knowledge and aptitudes for achieving specified objectives. Also included in this stage is specifying materials, equipment, media and supplies necessary to achieve curricular goals. In our planning, we try to take into account all the things we know about the learner (from the assessment phase) and all the things we know about the task to be learned in order to develop the specific instructional strategies with which the learner will interact.

Enactment: In this phase of the instructional process the learner, the learning task, the teacher (or surrogate) and the median of instruction all come together. Some have referred to this phase as the interactive phase of instruction.

Evaluation: At this stage of the instructional model, we are interested in determining whether learning has occurred. We use a variety of measurements and techniques to evaluate the outcomes of instruction. We use informal and formal tests, teacher made and/or standardized. The process of receiving feedback about instruction allows us either to move on to new planning for additional instruction if learning has occurred or to move into further diagnosis of learner characteristics and new planning if the learning has not occurred.

In other words, evaluation leads us to make a decision and to arrive at a yes-no point. If yes, learning has occurred, we move into new goal setting and development of instructional strategies for achieving these new goals. If no-learning has not occurred, we move into more extensive learner diagnosis to try to determine the factors which are impeding learning and to the development of new strategies to compensate for these factors.

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Generally then, this model attempts to describe what we believe good teachers do in teaching. They try to find out as much as they can about the learner. They plan their learning strategies to achieve certain specified objectives, and they evaluate the effects of their instructional strategies by determining what the learner has learned. The process then starts over again with the specification of new learning objectives.

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Carroll, John A., A Model of School Learning, Teachers College Record, 64, 723-733, 1963.

Gagné, Robert M. The Conditions of Learning 3rd Ed. New York: Holt, Reinhard and Winston, Inc. 1977

APPENDIX D

COLLEGE SKILLS PROGRAM

ROCKLAND COMMUNITY COLLEGE

STUDENT'S NAME: ______________________________ PHONE NO. __________

INSTRUCTOR"S NAME: ______________________________

This contract will satisfy the requirements for: ______________________________

______________________________ ______________________________
(Course number)

The student will complete the following objectives in reading:

OBJECTIVE	MEANS	DATE DUE

The student will complete the following objectives in writing:

OBJECTIVE	MEANS	DATE DUE

The student will complete the following other objectives:

OBJECTIVE	MEANS	DATE DUE

The student and instructor will complete the contract by: ______________________
(Date)

The student will meet with the instructor and/or teaching assistant on

______________________ ______________________ IN ______________________
(Day) (Time) (Room)

The instructor and/or teaching assistant will grade the student's work on the following

____

____

____

____

____

Referral by College Skills Instructor ______________________ ____________
Date

Requirement for promotion to English 100: ______________________

College Skills Instructor: ______________________ ____________
Date

____
Student's Signature

____
Instructor's Signature

____
Teaching Assistant's Signature

READING CONTRACT

CONTRACT FOR:

READING SKILLS TO BE MASTERED: COMPLETED

1.
2.
3.
4.
5.
6. ATTENDANCE:
7. CONFERENCE WITH COLLEGE SKILLS INSTRUCTOR:
8. OTHER:

COMPLETED:

DATE

INSTRUCTOR'S SIGNATURE

STUDENT'S SIGNATURE

READING CONTRACT

Page 2 of 2

In order to receive an HG in the reading section of CS 051, I understand that I must successfully complete this reading contract.

In order to receive a P in the reading section of CS 051, I understand that I must successfully complete this reading contract and achieve a Raw Score Total of 56 on the Nelson-Denny Reading Test.

____
INSTRUCTOR'S SIGNATURE

____
STUDENT'S SIGNATURE

____
DATE

WRITING CONTRACT

CONTRACT FOR: ______________________________

WRITING ASSIGNMENTS	SKILLS TO BE MASTERED	COMPLETED
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

ATTENDANCE: ______________________________

CONFERENCE WITH COLLEGE SKILLS INSTRUCTOR: ____________________

____

OTHER: ____________________

____

____

COMPLETED: ____________________
Date

____

____
Instructors' Signatures

____
Student's Signature

WRITING CONTRACT

In order to receive an HG in the writing section of CS 051, I understand that I must successfully complete this writing contract.

In order to receive a P in the writing section of CS 051, I understand that I must successfully complete this writing contract and I must successfully complete a final departmental writing examination.

____

____

Instructors' Signature

____

Student's Signature

____

Date

ROCKLAND COMMUNITY COLLEGE
COLLEGE SKILLS PROGRAM
READING CONTRACT;

Contract for: ______________________________

READING LAB OBJECTIVES:	DATE COMPLETED	INSTRUCTOR'S SIGNATURE
The student will read 2 books approved by the instructor.		
The student will write a report on each book.		
* Student will master a minimum of ______ vocabulary words as measured by final mastery test.		
Student will advance a minimum of ______ levels in Reading Comprehension and Vocabulary		
ATTENDANCE: P - 4 or less cuts HG - 8 or less cuts		
CONFERENCE WITH COLLEGE SKILLS INSTRUCTOR: AS NEEDED		
OTHER: ______________________		

* Student responsible for spellings, definitions and use of all words in grammatically correct sentences.

The instructor reserves the right to assign any work necessary to achieve the above objectives.

In order to receive a grade of HG in the reading section of CS 051, the student understands that he must successfully complete this contract.

In order to receive a grade of P in the reading section of CS 051, the student understands that he must successfully complete this contract and achieve a raw score total of 56 on the Nelson-Denny Reading Test.

______________________________ ______________________________
INSTRUCTOR'S SIGNATURE STUDENT'S SIGNATURE

DATE COMPLETED: ______________________

______________________________ ______________________________
INSTRUCTOR'S SIGNATURE STUDENT'S SIGNATURE

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____
GRADE

ROCKLAND COMMUNITY COLLEGE

CS 053 - CLINICAL MODULE

CONTRACT - FALL 1978

NAME: ____________________

INSTRUCTOR: ____________________

SECTION #: ____________________

1. The student is assigned to CS 053 for work in the following areas:

2. The student will attend CS 053 sessions to be scheduled as follows:

3. The student will focus on the following areas in reading:

4. The student will focus on the following areas in writing:

COMMUNICATION SKILLS

MODULE ONE

LOGIC AND REASONING

1. To learn to classify.
2. To learn to generalize main points.

READING

Mechanics

1. To develop phonetic and word recognition skills.
2. To develop visual discrimination.
3. To learn to pay attention to visual detail.
4. To learn to identify key words in a sentence (subject-verb-object) (main words to get ideas).
5. To learn to identify signal words in a sentence. (Transition words, clues to where sentence is going).
6. To learn word patterns in sentences.
7. To learn to recall facts and details from what one reads.
8. To identify and learn to use context clues (vocabulary).

Concepts

1. To learn basic concepts (eg., seasons of the year).
2. To learn basic sequencing:
   time
   ordinal
   causal
   spatial
3. To learn to understand main ideas from what one reads (general)

Other

1. To develop method of skimming.
2. To learn to scan what one reads.
3. To learn to pay attention to graphics and illustrations.
4. To learn to pay attention to headings, subheadings, titles and headlines.
5. To develop a reading speed which facilitates the highest degree of reading comprehension.

Affective

1. To develop interest in reading.
2. To develop appreciation of humor in reading.
3. To learn to associate ideas of what one reads with prior experiences.

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VOCABULARY DEVELOPMENT

1. To develop an organized method of learning new words.
2. To improve one's understanding of the connotative meaning of words.
3. To improve one's vocabulary through knowledge of word structure.
4. To improve one's vocabulary through use of context.
5. To be less fearful of attacking words in context.

SPELLING

1. To improve one's spelling through the use of phonics.
2. To improve one's spelling by learning sight words.
3. To learn to proofread what one writes.

WRITING

1. To learn to identify the subject and verb in a simple sentence.
2. To learn to identify a sentence fragment.
3. To learn to identify and write a simple sentence.
4. To learn to identify a run-on sentence.
5. To learn to identify an independent and dependent clause.
6. To learn to identify and write a compound sentence.
7. To learn to identify and write a complex sentence.
8. To learn to distinguish between a phrase and a clause in a sentence.
9. To learn to identify a comma splice.
10. To learn to identify subordinate and coordinate conjunctions in a sentence.

WRITING (continued)

11. To learn how to use connectives in a sentence.
12. To learn how to use transitional words in a sentence.
13. To learn to use adjectives and adverbs correctly and punctuate accordingly.
14. To learn how to use internal and external punctuation correctly.
15. To learn to identify problems in a subject-verb agreement.
16. To learn which verb tense to use correctly in a sentence.
17. To learn to use prepositions correctly in a sentence.
18. To learn to use pronouns correctly in a sentence.
19. To learn basic topic outlining as a tool for writing improvement.
20. To learn to be less fearful of writing.

STUDY SKILLS

1. To learn to develop a study plan.
2. To develop methods to improve listening skills.
3. To learn to follow directions (verbal).
4. To learn to follow directions (written).
5. To learn the SQ3R method of studying.
6. To learn to take objective tests.
7. To learn to use the Dictionary and Thesaurus as writing tools.

COMMUNICATION SKILLS
MODULE TWO

LOGIC AND REASONING

1. To learn to classify terms and ideas to determine their relations to each other and to recognize when ideas are improperly related.
2. To learn to form valid generalizations and to recognize those that are not.
3. To learn to recognize assumptions that are false, are based on insufficient evidence, or contain undefined terms.
4. To learn to identify illogical cause-and-effect reasoning and arguments based on irrelevant issues, emotional appeal, exaggeration, and false analogy.

READING

Mechanics

1. To further develop discrimination.
2. To learn to pay attention to visual detail.
3. To learn to identify key words in a paragraph.
4. To learn to identify signal words in one paragraph and multi-paragraph reading selections.
5. To learn to recall facts and details from what one reads.
6. To identify and learn to use context clues (abstract ideas).

Concepts

1. To learn to identify the author's use of supporting detail in a paragraph (or several paragraphs).

Other

1. To develop a method of skimming.
2. To learn to scan what one reads.
3. To learn to use the Table of Contents, Preface, and Concluding paragraphs as basis for quick reading review.
4. To learn how to outline a reading selection.
5. To learn to develop a reading speed which facilitates the highest degree of reading comprehension.

Affective

1. To develop an interest in reading.
2. To learn to associate main ideas of what one reads with prior experience.
3. To learn to separate author's ideas from personal opinion.

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WRITING

1. To learn to identify the topic sentence in a paragraph.

2. To learn to write a topic sentence in a paragraph.

3. To learn to identify primary and secondary support in a sentence.

4. To learn to use examples and illustrations as primary and secondary support in a sentence.

5. To learn to identify the concluding sentence in a paragraph.

6. To learn to write a paragraph with a topic sentence, primary and secondary support, and conclusions.

7. To learn to write a paragraph that is coherent.

8. To learn to write a paragraph that is unified.

9. To learn to write a formal topic outline.

10. To learn to be less fearful of writing.

COMMUNICATION SKILLS
MODULE THREE

LOGIC AND REASONING

1. To learn to recognize the basis of inductive and deductive reasoning.
2. To learn a basic method of comparing and contrasting ideas.
3. To learn the distinction between truth and validity.

READING
Mechanics

1. To learn to recall facts and details from what one reads in highly abstract material.

1. To learn to identify cause and effect in a reading selection.
2. To learn to determine comparisons and contrasts (of ideas, things, persons, places) in a reading selection.
3. To learn to identify author's writing patterns in a reading selection. (optional)

1. To develop a method of skimming.
2. To learn to scan what one reads.
3. To increase reading speed.
4. To learn to use maps. charts, and tables to improve reading comprehension (as reading aid). (optional)
5. To read at the eleventh-twelfth grade level as measured on a standardized reading test.

1. To learn to make assumptions or hypotheses from what one reads.
2. To learn to separate the author's ideas from personal opinions.
3. To learn to develop empathy towards characters in a short story or novel.
4. To learn to recognize semantic differences in reading selections.

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VOCABULARY DEVELOPMENT

1. To develop an organized method of learning new words.
2. To improve one's understanding of the connotative meaning of words.
3. To improve one's vocabulary through knowledge of word structure.
4. To improve one's vocabulary through use of context.
5. To be less fearful of attacking new words in context.

SPELLING

1. To learn to improve one's spelling by developing an individual spelling improvement plan.
2. To learn to proofread what one writes.

STUDY SKILLS

1. To learn to take notes from a lecture.
2. To learn to develop a formal bibliography. (optional)
3. To learn to take notes from a reading selection.

WRITING

1. To begin to learn to combine paragraphs into unified and coherent composition.
2. To begin to learn to write a three-four paragraph composition which is developed via comparison/contrast.
3. To learn to be less fearful of writing.

COLLEGE SKILLS CENTER

DIAGNOSTIC ASSESSMENT

READING SKILLS

NAME: ____________________

COLLEGE SKILLS CENTER LOCATION: ____________________

INSTRUCTOR: ____________________

DATE: ____________________

READING STRENGTHS: ____________________

____

____

____

____

1. Reads slowly, but with accurate comprehension ____________________

2. Needs vocabulary, but uses context well to find word meaning ____________________

The items listed below are skills that are important for effective college reading. A check mark (✓) shows the skills that you should be working on now. As these skills, improve, others will be added.

I. Develop phonic skills ____________________

Develop word recognition skills ____________________

Develop attention to visual detail ____________________

Develop visual discrimination ____________________

Develop recall of facts and details ____________________

Develop understanding of language concepts ____________________

Develop understanding of main ideas from what one reads ____________________

Develop classification skills ____________________

Develop sequence understanding ____________________

Develop listening skills ____________________

Develop ability to follow directions given in what one reads ____________________

Develop ability to follow directions given verbally ____________________

Learn to identify key words in a sentence ____________________

DIAGNOSTIC ASSESSMENT - READING SKILLS NAME____________________

II. Learn to identify key words in a paragraph____________________

Learn to identify signal and transition words in a paragraph and in multi-paragraph reading selections____________________

Learn to identify the author's use of supporting detail in a paragraph____

Learn to associate main ideas of what one reads with prior experience____

Learn to separate author's ideas from personal opinion________________

Learn to recognize author's assumptions____________________

III. To identify cause and effect in a reading selection________________

To learn to determine comparisons and contrasts in a reading selection____

To learn to form hypotheses from what one reads____________________

To learn to develop empathy towards characters in a short story or novel____________________

To learn to recognize semantic differences in reading selections________

IV. Increase knowledge of vocabulary through:

1. Understanding of connotative meaning of words ________________
2. Use of context____________________
3. Knowledge of word structure____________________
4. Developing an organized method of learning new words____________

V. Increase reading speed to a level that enables best comprehension________

Develop an interest in reading____________________

COLLEGE SKILLS CENTER

DIAGNOSTIC ASSESSMENT

WRITING SKILLS

NAME: ____________________

COLLEGE SKILLS CENTER LOCATION: ____________________

INSTRUCTOR: ____________________

DATE: ____________________

A (✓) check mark by the writing skills listed below indicates that further work in this area needs to be done by the student.

I. WRITING STRENGTHS: ____________________

____

____

____

____

II. LANGUAGE SKILLS:

Sentence Construction

Run-On Sentences ____________________

Fragment Sentences ____________________

Limits style to simple sentence: ____________________
(Needs to learn use of compound & complex sentence)

Verb Errors

Subject-verb agreement ____________________

Verb tense errors ____________________

Punctuation

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Use of periods ____________________

Use of capital letters ____________________

Use of comma, semi-colon ____________________

Use of apostrophe ____________________

Indentation for new paragraph ____________________

Use of quotation marks ____________________

Needs to learn transition words________________
(however, unless, in addition, etc.)

Correct placement of adjectives, modifiers, etc.________________

Spelling________________

III. ORGANIZATION

Selection of a subject that can be developed in the assigned length________________

Organization includes introduction, body and conclusion________________

Statement of central idea in introduction________________

Development of central idea through examples and illustrations________________
(definition, description, comparison or contrast, etc.)

Contribution of each sentence to main topic (stays on the point)________________

Sequence of ideas________________

Categorization of ideas________________

Avoidance of repetition ________________

Transition within paragraph________________

Transition between paragraphs________________

IV. CONTENT

Sufficient development of topic________________

General maturity of content________________
(maturity of written content should reflect accurately the maturity of the student)

Clarity________________

Style________________

Word Choice________________

Definition of terms where necessary________________

Vocabulary ________________

V. PROOFREADING

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Needs to develop a style of proofreading________________

DIAGNOSTIC ASSESSMENT - WRITING SKILLS NAME______________________________

VI. ADDITIONAL DIAGNOSTIC INFORMATION FOR INSTRUCTOR

Sentence Construction:

Omits words frequently____

Improper word order (scrambled)____

High degree of difficulty with capitals & periods_________________________

Adds or deletes word endings like s, ed, etc.______________________________

Spelling:

Misspells basic sight words____

Spells phonetically (almost completely)__________________________________

Frequently, but not extensive, occurring errors____________________________

Uses abstract thinking____

Uses concrete thinking____
(above based on one writing sample only)

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COLLEGE SKILLS CENTER

DIAGNOSTIC ASSESSMENT

STUDY SKILLS

NAME: ______________________________

COLLEGE SKILLS CENTER LOCATION: ______________________________

INSTRUCTOR: ______________________________

DATE: ______________________________

The skills listed below are skills that are important for effective studying. A check mark (✓) indicates those skills that you will find useful and should be working on now. All will be presented to you in the three Communication Skills Modules.

1. Learn to skim and preview a reading selection.
2. Learn to scan for details
3. Learn to use Table of Contents, Preface and Concluding paragraphs as a basis for review
4. Learn to use headings, sub-headings, titles and headlines
5. Learn to use maps, charts and tables
6. Learn to use graphics and illustrations
7. Learn how to outline a reading selection.
8. Learn to use the Dictionary and Thesaurus
9. Learn to use the SQ3R method of studying
10. Learn to take objective tests
11. Learn to take notes from a reading selection
12. Learn to take notes from a lecture.

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Other: ______________________________

EVALUATION - READING SKILLS

	MODULE I	INSTRUMENT	STATUS
1.	To learn to develop phonetic and word recognition skills	Oral Reading Test	
2.	To learn visual discrimination	1. Tach-X Pre & Post Test 2. *Reading Versatility* exercises	
3.	To learn to pay attention to visual detail.	Tach-X	
4.	To learn to identify key words in a sentence	Objective test	To be designed or selected.
5.	To learn to identify signal (transition) words in a sentence	Objective test	To be designed or selected.
6.	To learn word patterns in sentences	Pre & Post from *Word Patterns*	
7.	To learn to recall facts and details from what one reads	SRA (or other)	
8.	To learn to identify and use concept clues	1. SRA 2. Gates 3. Stanford	
9.	To learn basic concepts	1. Gates 2. Stanford	To be designed
10.	To learn basic sequencing time causal ordinal spacial	Objective test	To be designed
11.	To learn to understand main ideas	1. EDL Reading Efficiency Checks 2. SRA	
12.	To learn to develop a method of skimming	Observation	To be designed
13.	To learn to scan what one reads	Observation	To be designed
14.	To learn to pay attention to graphics and illustrations	1. EDL Study Skills 2. Film	To be designed
15.	To learn to pay attention to headings, sub-headings, titles and headlines	1. EDL Study Skills	
16.	To develop an interest in reading	Experimental	To be designed
17.	To develop an appreciation of humor in reading	Written or taped exercises	To be designed

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MODULE I	INSTRUMENT	STATUS
18. To learn to associate main ideas of what one reads with prior experiences	Written or taped exercises	
19. To develop a reading speed that facilitates the highest degree of comprehension	1. Gates 2. Nelson-Denny	

MODULE II	INSTRUMENT	STATUS
1. To learn visual discrimination	1. Tach-X Pre & Post Test 2. Reading Versatility exercises	
2. To learn to pay attention to visual detail	Tach-X	
3. To learn to identify key words in a paragraph	Written version from a listening test	To be designed
4. To learn to identify signal words in one paragraph and multi-paragraph reading selections	Written version from a listening test	To be designed
5. To learn to recall facts and details from what one reads	1. SRA 2. Davis	
6. To learn to identify and use context clues (abstract ideas)	1. SRA 2. Davis 3. Nelson-Denny	
7. To learn to identify the author's use of supporting detail in a paragraph (or several paragraphs)	1. SRA 2. Davis 3. Nelson-Denny	
8. To learn to develop a method of skimming	1. Reading Versatility exercises 2. Nelson-Denny	
9. To learn to scan what one reads	Reading Versatility exercises	
10. To learn to use the Table of Contents, Preface, and Concluding Paragraphs as a basis for a quick reading review	Objective test	To be designed
11. To learn to outline a reading selection	Successfully outline a chosen reading selection	
12. To develop an interest in reading	Experimental	To be designed
13. To learn to associate main ideas with prior experiences	Written or taped exercises	To be designed
14. To learn to separate author's ideas from personal opinion	Written or taped exercises	To be designed
15. To develop a reading speed that facilitates the highest degree of comprehension	1. Gates 2. Nelson-Denny	

MODULE III	INSTRUMENT	STATUS
1. To learn to develop a method of skimming.	1. Reading Versatility exercises. 2. Davis 3. Nelson-Denny	
2. To learn to scan what one reads.	1. Reading Versatility exercises 2. Davis 3. Nelson-Denny	
3. To learn to use maps, charts and tables to aid in reading comprehension.	Objective or essay tests	To be designed
4. To learn to separate personal opinion from author's opinion in reading selection.	A series of integrated reading and writing tests - multi modal	
5. To learn to compare and contrast author's ideas in a reading selection.	A series of integrated reading and writing tests - multi modal	To be designed
6. To read at the 11-12th grade level on a standardized reading test.	1. Gates-MacGinite 2. Davis 3. Nelson-Denny	

APPENDIX E

REVISED TAXONOMY

COMMUNICATIONS SKILLS

D. LEWIN

General outline of possibilities for breakdown of reading and study skills.

COMPREHENSION

- General
- Details
- Inferences
- Main Idea
- Fact and opinion
- Sequence - cause and effect

PHONICS

- Initial consonants
- Final consonants
- Silent consonant combinations
- Initial two-letter blends
- Initial three-letter blends
- Final consonant blends
- Short vowels
- Long vowels
- Consonant digraphs
- Vowel digraphs

VOCABULARY

- Synonyms
- Antonyms
- Homonyms
- Root Words
- Prefixes
- Suffixes
- Syllabication and accent
- Homographs

STUDY SKILLS

- Alphabatizing
- Parts of a book
    - acknowlegement page
    - bibliography
    - copyright
    - glossary
    - index
    - preface
    - table of contents
    - title page
- Graphs, Tables, Charts, Maps
- Illustrations, Captions
- Dictionary Skills
    - guide words
    - choosing definition
    - spelling
    - word origins

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Study Skills continued

- Library Skills
  - encyclopedia
  - almanac
  - atlas
  - reference
  - card catalog
  - newspapers
  - magazines
- Outlining
- Classifying
- Previewing
- Increasing Reading Rate
- Skimming
- Scanning
- Note taking
- SQ3R

SPELLING

READING FOR ENJOYMENT

TABLE OF CONTENTS

I. Writing Materials

II. Tests

III. Counseling and Career Guidance Materials

IV. Audio-Visual Materials

- AUD-X - LEARNING 100
- COMMUNICATION SKILLS: READING - BUILDING VOCABULARY (CENTER FOR HUMANITIES, INC.)
- CONTROLLED READER
- GUIDED READER
- HOOKED ON READING
- LISTENING PROGRAM: LISTEN AND THINK, LISTEN AND READ, LISTEN AND WRITE
- TACHISTOSCOPE
- TACH-X
- FLASH-X
- WESTINGHOUSE SERIES: RELEVANCE OF SOUND, RELEVANCE OF LISTENING, RELEVANCE OF WORDS

V. Reading Comprehension

- ACTIVITIES FOR READING IMPROVEMENT
- BASIC STUDIES READING AND WORD SKILLS (Hodges)
- BLACK HISTORY (Bock-Lab Inc.)
- BE A BETTER READER
- BREAKING THE READING BARRIER
- COMMUNICATIONS 1, 2, 3 (Bauer)
- COMMUNICATION SKILLS - LEARNING TO LISTEN AND EXPRESS YOURSELF
- COMPREHENSION SKILLS KIT (Jamestown)
- CREATIVE READING - UNDERSTANDING LITERATURE NOVELS OF SELF-DISCOVERY
- ESSENTIAL SKILLS
- FROM BEOWOLF TO BEATLES
- GLASS ANALYSIS
- HIP READER PROGRAM
- IMPROVING READING ABILITY (Stroud, Ammons, Bamman)
- PALO ALTO WORKBOOK
- QUEST ACADEMIC SKILLS PROGRAM
- SPECIFIC SKILLS SERIES (Barnell-Loft)
- SRA COLLEGE READING PROGRAM ONE and TWO
- SRA READING LABORATORY IIb
- SRA READING LABORATORY IIIb
- SRA READING LABORATORY IVa
- SRA READING FOR UNDERSTANDING
- SRA WE ARE BLACK
- STANDARD TEST LESSONS IN READING (McCall-Crabbs)
- TACTICS IN READING II

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V. Reading Comprehension continued
- TALES FROM SHAKESPEARE
- TURNING POINT Collection of Biographies

VI. Spelling
- DR. SPELLO (kottmeyer)
- SPELLBOUND Phonic Reading and Spelling (Rak)
- SPELLING 1500: A PROGRAM (Hook)

VII. Study Skills
- EDL STUDY SKILLS LIBRARY

VIII. Vocabulary
- VOCABULARY WORKSHOP (Oxford Book Co.)
- WORLD OF VOCABULARY (Rauch, Clements)

IX. Reading for Enjoyment Book List

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I. WRITING MATERIALS

BLACK HISTORY

THE CENTER FOR HUMANITIES
- WRITE IT RIGHT
- LEARNING TO LISTEN & EXPRESS YOURSELF
- BUILDING VOCABULARY

CONCISE ENGLISH WORKBOOK (Guth)

ENGLISH PRACTICE FOR MASTERY (I, II)

ENGLISH 2600

FROM BEOWOLF TO BEATLES

FROM THOUGHT TO THEME

GRASS ROOTS

HARBRACE COLLEGE WORKBOOK

HARPER HANDBOOK OF COLLEGE COMPOSITION

KEYS TO AMERICAN ENGLISH

LISTEN AND WRITE

PARAGRAPH PRACTICE

READ WRITE REACT

SHORTER HANDBOOK WORKBOOK

STEPS IN COMPOSITION

WESTINGHOUSE SERIES:
- RELEVANCE OF SOUND
- RELEVANCE OF LISTENING
- RELEVANCE OF WORDS

WRITE ME A REAM

THE WRITING CLINIC

*CRIMES & CLUES: LOGICAL THINKING AND WRITING

*Available through counselors.

II. TESTS

CELT TESTING
DAVIS READING TESTS (Series 1 & 2)
DOLCHE
GATES-McGINITIES READING TEST (levels A, B, C, D, E, F)
GRAY ORAL READING TEST
JONES-MOHR LISTENING TEST
NELSON-DENNY READING TEST (Form A and B)
SPACHE DIAGNOSTIC READING SCALES
STEP LISTENING COMPREHENSION (Level 2, 3, 4)

III. *COUNSELING AND CAREER GUIDANCE MATERIALS

ABOUT SPEECH AND HEARING PROBLEMS
AMERICAN OBLIQUE,(Trimmer/Kittles)
ANNUAL HANDBOOK FOR GROUP FACILITATORS
CAREERS IN CHILD CARE,(S. Forgarino)
CAREERTAPES, Exploring the Working World, Unit I, II, III
CRITICAL INCIDENT IN GROWTH GROUPS MANUAL
CRITICAL INCIDENT IN GROWTH TEXT
DYNAMICS OF LIFE SKILLS COACHING,(Mullen)
ENCYCLOPEDIA OF CAREERS AND VOCATIONAL GUIDANCE
FAMILY DEVELOPMENT SERIES
GROUP DEVELOPMENT
GROUP PROCESSES - INTRODUCTION TO GROUP DYNAMICS, Luft
HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING
LEAVETAKING: How to Successfully Handle Life's Most Difficult Crises,(Fineberg, Fineberg, Tarrant)
LOVEJOYS COLLEGE GUIDES
LOVEJOYS VOCATIONAL SCHOOL GUIDES
NO-SWEAT STUDY GUIDE
PROBLEMS AND NEEDED LIFE SKILLS OF ADOLESCENTS, (Mullen)
PROFITABLE PART-TIME HOME BASED BUSINESS (Null)
STRUCTURED GROUPS FOR FACILITATING DEVELOPMENT, (Drum-Knott)
THE TURNER CAREER GUIDANCE SERIES
VOCATIONAL BIOGRAPHIES

*Available through counseling staff

IV. AUDIO-VISUAL MATERIALS

MATERIAL	LEVEL	COMMENTS
AUD-X - LEARNING 100	AA 1st grade adult BA 2nd " " CA 3rd " " DA 4th " " EA 5th " " FA 6th " " RA non-readers	Audio-visual Listen, look, learn Reading readiness Sight recognition Word attack skills Comprehension skills Literature appreciation

MATERIAL	LEVEL	COMMENTS
COMMUNICATION SKILLS: READING BUILDING VOCABULARY CENTER FOR HUMANITIES, INC.		Audio-visual vocabulary development roots prefixes suffixes context clues cause & effect

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MATERIAL	LEVEL		COMMENTS
CONTROLLED READER	BA	2nd grade adult	Filmstrips and printed material:
	CA	3rd " "	
	DA	4th " "	Visual efficiency training
	FA	5th " "	Perceptual sorting
	GH	7-8 "	Skimming - Scanning
	IJ	9-10 "	Fluency building
	KL	11-12 "	Vocabulary building
	LK	11-12 "	Thought organization
	MN	13-14 "	rate and skill building in comprehension

MATERIAL	LEVEL	COMMENTS
GUIDED READER	F- Level 6 G 7 H 8 I 9 J 10 K 11 L 12	Filmstrips and printed material: Visual efficiency training Perceptual sorting Skimming - Scanning Fluency building Vocabulary building Thought organization Rate and skill building in comprehension

MATERIAL	LEVEL	COMMENTS
HOOKED ON READING	Adolescent interest level	Sound-slide medium
(CENTER FOR HUMANITIES, INC.		Paperback novels
	5th - 6th grade reading level	Student reading guide
THE CONTENDER R. Lipsyte		
LISA, BRIGHT AND DARK J. Newfield		
THE OUTSIDERS S.E. Hinton		
THE PIGMAN P. Zindell		
SOUNDER W. Armstrong		
DROP OUT J. Eyerly		

MATERIAL	LEVEL	COMMENTS
LISTENING PROGRAM (EDL)	Level 5 through 12 (E - M)	Workbooks and cassettes
LISTEN AND THINK (continued next page)		Essential Listening Skills Main Idea Sequence Summarizing Outlining Comparing Classifying Cause and effect Predicting outcomes Using senses Understanding Character Understanding Setting Foreshadowing Recognizing Climax Sharing Feelings Enjoying Humor Interpreting Spoken Language Fact and Opinion Drawing Conclusions

MATERIAL	LEVEL	COMMENTS
(LISTENING PROGRAM continued)		
LISTEN AND READ		Skills taught: Listening and reading Meeting New Words Using Context Clues Using Your Senses Recognizing the power of words Unlocking sentence meaning Noticing signs and signals Recognizing main ideas in paragraphs Understanding paragraphs that tell a story Understanding paragraphs that describe Understanding paragraphs that explain
LISTEN AND WRITE		Skills taught: Using capital letters Using the Dictionary Writing sentences and paragraphs Taking messages Writing reports Writing letters Placing an order Forms and Applications

MATERIAL	LEVEL	COMMENTS
TACHISTOSCOPE TACH-X FLASH-X		Develops: Word recognition Spelling Vocabulary Accurate seeing Visual memory

MATERIAL	LEVEL	COMMENTS
WESTINGHOUSE SERIES: **Relevance of Sound** **Relevance of Listening** **Relevance of Words**		Relevance of Sound: Individualized approach to phonetic & structural analysis Consonants blends & diagraphs, vowels, dipthongs, syllabication & accent Relevence of Words: Individualized approach to spelling, encoding, affixes, exceptional spellings, pronunciation

V. READING COMPREHENSION

MATERIAL	LEVEL	COMMENTS
ACTIVITIES FOR READING IMPROVEMENT	Elementary	Comprehension Skimming Following Directions Vocabulary - word building Reading for enjoyment

MATERIAL	LEVEL	COMMENTS
BASIC STUDIES Reading & Word Skills (Hodges)	Mod II	Reading comprehension and basic word skills - syllabication; study skills Variety of articles and stories taken from books and magazines. (Workbook)

MATERIAL	LEVEL	COMMENTS
BLACK HISTORY (Book-Lab Inc.)	Series A Grade 4 Series B Grade 5	Individualized reading series; motivates interest particularly for minorities. Develops following skills: general vocabulary following directions determining word meanings from context skimming main idea drawing inferences locating information noting details expressing ideas in written form improve work-study skills

MATERIAL	LEVEL	COMMENTS
BE A BETTER READER **(III, V)**	Adult	Increasing rate Main Idea Grasping & organizing details recalling skimming

MATERIAL	LEVEL	COMMENTS
BREAKING THE READING BARRIER	Mod II	Vocabulary inadequacy Ineffective sentence reading Ineffective paragraph reading Ineffective reading of short articles Ineffective reading of non-prose materials Unsatisfactory rate skills Poor attitudes (Workbooks)

MATERIAL	LEVEL	COMMENTS
COMMUNICATIONS 1, 2, 3 Getting Started On the Way Full Speed Ahead (Bauer)	Mod I	Workbooks Getting Started: writing introduced; alphabet, recognition common letter patterns; short words, one syllable; short vowel sounds; common consonant sounds. On the Way: builds foundation of first book; introduces words with long vowel sounds, soft c and g blends, silent letters, two-syllable combinations Full Speed Ahead: focus on reading for information and writing for practical purposes; exercises given in following simple directions and filling out simple forms; complete stories used to develop comprehension skills.

MATERIAL	LEVEL	COMMENTS
COMMUNICATION SKILLS Learning to Listen and Express Yourself		

MATERIAL	LEVEL	COMMENTS
COMPREHENSION SKILLS KIT	Middle Level	Kit containing booklets and cassettes for building specific comprehension skills Each booklet contains description of specific comprehension skill; lesson teaching accurate use of skill; sample step-by-step exercise to reinforce learning; practice exercises consisting of passages and questions for developing skill. Read along cassette for each booklet, plays back exact text of the booklet permitting weak students to listen and read along. Contents: Understanding the Main Idea Making a Judgment Understanding Characters Drawing a Conclusion Making an Inference Recognizing Tone Appreciation of Literary Forms Retaining Concepts & Organizing Facts Isolating Details & Recalling Specific Facts

MATERIAL	LEVEL	COMMENTS
CREATIVE READING - Understanding Literature - Novels of Self-Discovery		

MATERIAL	LEVEL	COMMENTS
ESSENTIAL SKILLS	ESS 1 Grade 3A	Concentration/subject matter
	ESS 2 Grade 3B	Main Idea
	ESS 3 Grade 4A	Supporting Details
	ESS 4 Grade 4B	Conclusions
	ESS 5 Grade 5A	Clarrifying devices
	ESS 6 Grade 5B	Vocabulary in context
	ESS 7 Grade 6A	
	ESS 8 Grade 6B	
	ESS 9 Grade 7A	
	ESS 10 Grade 7B	
	ESS 11 Grade 8A	
	ESS 12 Grade 8B	
	ESS 13 Grade 9A	
	ESS 14 Grade 9B	
	ESS 15 Grade 10A	
	ESS 16 Grade 10B	
	ESS 17 Grade 11A	
	ESS 18 Grade 11B	
	ESS 19 Grade 12A	
	ESS 20 Grade 12B	

MATERIAL	LEVEL	COMMENTS
FROM BEOWOLF TO BEATLES		

MATERIAL	LEVEL	COMMENTS
GLASS ANALYSIS	Adult	Phonic Word Decoding

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MATERIAL	LEVEL	COMMENTS
HIP READER PROGRAM	Elementary through Intermediate	Word Family Usage

MATERIAL	LEVEL	COMMENTS
IMPROVING READING ABILITY (Stroud, Ammons, Bamman)	Mod II	Improves basic reading skills and increases power of comprehension Workbook - Contents: Mechanics of Reading & Visual Analysis Speeded Comprehension: Word Meanings Speeded Comprehension: Phrases Speeded Comprehension: Sentences Speeded Comprehension: Paragraphs Speeded Comprehension: Connected Text Critical Reading Study-Type Reading

MATERIAL	LEVEL	COMMENTS
PALO ALTO WORKBOOK	Mod I	Workbooks
(Harcourt Brace Jovanovich)		Sequential Steps in Reading:
Reading Workpad 1		Recognizing and writing letters
" " 2		auditory and visual discrimination
" " 3		beginning and ending sounds
		pattern words
		writing sentences
		recognizing words through picture and context clues
		comprehension and story recall

MATERIAL	LEVEL	COMMENTS
QUEST ACADEMIC SKILLS PROGRAM (Harcourt Brace Jovanovich)	Mod II	Self-instructional program for the development of study skills in variety of academic settings Design: Reading Note-taking Essay Exams Composition Self-management

MATERIAL	LEVEL	COMMENTS
SPECIFIC SKILLS SERIES (Barnell Loft) Elementary & Secondary Levels	Level A - first reading level through L - 12th grade level	Working With Sounds Following Directions Using the Context Locating the Answer Getting the Facts Drawing Conclusions Getting the Main Idea Detecting the Sequence

MATERIAL	**LEVEL**		**COMMENTS**
SRA COLLEGE READING PROGRAM ONE	**Level 1**	**5.0**	Comprehension check
	2	**5.5**	Vocabulary:
	3	**6.0**	words in context
	4	**6.5**	exercises based on
	5	**7.0**	reading skill problems
	6	**8.0**	Timed readings
	7	**9.0**	
	8	**10.0**	
SRA COLLEGE READING PROGRAM TWO	**Level 1**	**9.0**	Booster readings
	2	**10.0**	Timed readings
	3	**11.0**	Reading skills exercises
	4	**12.0**	main points
			Vocabulary
			word recognition

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MATERIAL	LEVEL	COMMENTS
SRA READING LABORATORY IIb	Rate Builder 2.5 Tan 3.0 Brown 3.5 Red 4.0 Orange 4.5 Gold 5.0 Olive 5.5 Green 6.0 Aqua 7.0 Blue 8.0 Silver	Short selections encourage rapid, intensive, yet efficient reading; 3 minute timing followed by comprehension check.

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MATERIAL	LEVEL	COMMENTS
SRA READING LABORATORY **IIb - continued**	**Power Builders** 2.5 Tan 3.0 Brown 3.5 Red 4.0 Orange 4.5 Gold 5.0 Olive 5.5 Green 6.0 Aqua 7.0 Blue 8.0 Silver	Whole part thinking: main idea important details adding up facts Seeing relationships: cause & effect similarities & differences Sequence & organization Inference & conclusion Word & sentence analysis: single consonants long & short vowels 2 & 3 letter blends dipthongs-special vowel sounds silent consonants consonants with unexpected sounds prefixes suffixes idenfitying nouns, verbs, adjectives, adverbs

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MATERIAL	LEVEL	COMMENTS
SRA READING LABORATORY IIIb	Power Builders	(See comments SRA IIb)
	5 Blue	
	5.5 Rose	
	6 Brown	
	7 Green	
	8 Red	
	9 Tan	
	10 Gold	
	11 Aqua	
	12 Purple	
	Rate Builder (same levels & colors as above)	

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MATERIAL	LEVEL	COMMENTS
SRA READING LABORATORY IVa	Power Builders 8 Orange 9 Olive 10 Blue 11 Red 12 Tan 13 Aqua 14 Purple	Designed for average, above-average, and superior students who can read at 8th grade level and above
	Rate Builders (same levels & colors as above)	

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MATERIAL	**LEVEL**	**COMMENTS**
SRA - RFU READING FOR UNDERSTANDING	General 3rd grade through college Junior elementary grades Senior junior & senior high school	Individualized program Basic skills in recognition - word attack needed Comprehension, not speed, emphasized

MATERIAL	LEVEL	COMMENTS
SRA WE ARE BLACK	1 through 6	Motivates interest particularly with minorties; provides success on various levels Comprehension check Vocabulary exercises

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MATERIAL	LEVEL	COMMENTS
STANDARD TEST LESSONS IN READING (McCall-Crabbs) Books A, B, C, D	Mod I Book A - Grade 2,3,4 " B - " 3,4,5 " C - " 4,5,6 " D - " 5,6,7	Workbooks Develops reading speed and power of comprehension Each book contains 78 three-minute reading exercises comprised of a reading selection followed by multiple choice questions based on stated facts, implications, or general reasoning. Each exercise is a standard reading test.

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MATERIAL	LEVEL	COMMENTS
TACTICS IN READING II		Word attack/context " " structure " " sound " " dictionary Sentence meaning Judgments Figurative language Central idea Inferences Relationships Imagery

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MATERIAL	LEVEL	COMMENTS
TALES FROM SHAKESPEARE	Mod I	Plays done in comic book style; very brief; followed by comprehension check

MATERIAL	LEVEL	COMMENTS
TURNING POINT Collection of Biographies		

VI. SPELLING

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MATERIAL	LEVEL	COMMENTS
DR. SPELLO (Kottmeyer)	Mod I	Workbooks - Unit Contents: Learning to Hear Sounds Vowel Sounds Consonant Sounds Tricky Consonants Using Sounds to Spell Long Vowel Sounds Reviewing Vowels Two-Letter Consonants Letters That Work Together Silent Letters Endings Compound Words Long Words Reviewing Silent Letters Prefixes and Suffixes Accent Dictionary Spelling Unexpected Spellings Homonyms Contractions

MATERIAL	LEVEL	COMMENTS
SPELLBOUND Phonic Reading and Spelling (Rak)	Mod I	Used as support for reading program Phonetic system - Gillingham set of phonograms

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MATERIAL	LEVEL	COMMENTS
SPELLING 1500: A PROGRAM (Hook)	Mod II	Methodical attack on difficulties of English spelling. Vocabulary improvement; programed learning.

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VII. STUDY SKILLS

MATERIAL	LEVEL	COMMENTS
EDL STUDY SKILLS LIBRARY	C - Level 3 D - Level 4 E - Level 5 F - Level 6 G - Level 7 H - Level 8 I - Level 9	SCIENCE - Skill C-1 Following Directions C-2 Visualizing C-3 Finding Key Sentences C-4 Finding Cause & Effect C-5 Summarizing C-6 Finding Sequence C-7 Classifying C-8 Finding Proof C-9 Making Comparisons C-10 Reasoning D-1 Reading and Experiment D-2 Visualizing D-3 Making Outlines D-4 Finding Cause & Effect D-5 Summarizing D-6 Finding Proof D-7 Comparing D-8 Finding Opinions D-9 Finding Key Sentences D-10 Reasoning E-1 Finding Cause & Effect E-2 Selecting Subtopics E-3 Reading an Experiment E-4 Comparing E-5 Making a Summary E-6 Visualizing E-7 Verifying an Outline E-8 Calssifying E-9 Outlining E-10 Understanding Paragraphs

MATERIAL	LEVEL	COMMENTS
STUDY SKILLS LIBRARY (continued) SCIENCE		G-1 Recognizing Cause & Effect
		G-2 Formal Outlining
		G-3 Understanding the Scientific Method
		G-4 Contrasting
		G-5 Classifying
		G-6 Visualizing
		G-7 Finding Question & Answer Patterns
		G-8 Summarizing
		G-9 Finding Statement & Support Patterns in Paragraphs
		G-10 Reading an Experiment
		H-1 Reading an Experiment
		H-2 Finding Question & Answer Patterns in Paragraphs
		H-3 Recognizing Cause & Effect
		H-4 Finding Topics in Paragraphs
		H-5 Verifying
		H-6 Making Charts
		H-7 Summarizing
		H-8 Paraphrasing
		H-9 Visualizing
		H-10 Classifying

MATERIAL	LEVEL	COMMENTS
STUDY SKILLS LIBRARY (continued) SCIENCE		I-1 Reading an Experiment I-2 Finding Statement & Support Patterns I-3 Noting Sequence I-4 Summarizing I-5 Recognizing Cause & Effect Relationships I-6 Making Comparisons I-7 Making Charts I-8 Finding Main Ideas I-9 Classifying I-10 Verifying
		SOCIAL STUDIES - SKILL CC-1 Finding Main Ideas CC-2 Key Sentences CC-3 Finding Proof CC-4 Finding Sequence CC-5 Visualizing CC-6 Using Headings CC-7 Making Comparisons CC-8 Classifying CC-9 Making An Outline CC-10 Reading Tables

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MATERIAL	LEVEL	COMMENTS
STUDY SKILLS LIBRARY (continued)		DD-1 Making an Outline
		DD-2 Finding Related Information
SOCIAL STUDIES		DD-3 Finding Sequence
		DD-4 Visualizing
		DD-5 Finding Proof
		DD-6 Finding Key Sentences
		DD-7 Finding Cause & Effect
		DD-8 Reading Maps
		DD-9 Finding Subtopics
		DD-10 Summarizing
		EE-1 Verifying Statements
		EE-2 Finding Main Ideas
		EE-3 Classifying
		EE-4 Using Chronological Order
		EE-5 Making an Outline
		EE-6 Summarizing
		EE-7 Making Inferences
		EE-8 Finding Subtopics
		EE-9 Putting Notes into Outline Form
		EE-10 Abbreviating

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MATERIAL	LEVEL	COMMENTS
STUDY SKILLS LIBRARY (continued)		FF-1 Making Inferences
		FF-2 Reading a Time Line
SOCIAL STUDIES		FF-3 Finding Sequence
		FF-4 Verifying Accuracy of an Outline
		FF-5 Summarizing
		FF-6 Comparing
		FF-7 Judging Relevancy
		FF-8 Reading a Diagram
		FF-9 Reading Maps
		FF-10 Judging Validity
		HH-1 Checking Validity
		HH-2 Making Diagrams
		HH-3 Finding Sequence
		HH-4 Finding Topics in a Selection
		HH-5 Summarizing
		HH-6 Making Comparasions
		HH-7 Finding Statement & Support Patterns in Paragraphs
		HH-8 Making a Time Line
		HH-9 Reading Bar Graphs
		HH-10 Drawing Conclusions

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MATERIAL	LEVEL	COMMENTS
STUDY SKILLS LIBRARY (continued) SOCIAL STUDIES		II-1 Recognizing Question & Answer Patterns II-2 Checking Validity II-3 Recognizing Cause & Effect II-4 Summarizing II-5 Making a Detailed Outline II-6 Visualizing II-7 Judging Relevancy II-8 Reading Graphs II-9 Reading Political & Editorial Cartoons II-10 Finding Conclusion - Proof - Paragraph Patterns REFERENCE - SKILL CCC-1 Book Titles CCC-2 Table of Contents CCC-3 Title Page CCC-4 Illustrations & Captions CCC-5 Maps CCC-6 Alphabetical Order CCC-7 Dictionary CCC-8 Index CCC-9 Diagrams CCC-10 Glossary

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MATERIAL	LEVEL	COMMENTS	
STUDY SKILLS LIBRARY (continued)		DDD-1	Alphabetical Order
		DDD-2	Title Page
REFERENCE		DDD-3	Copyright Notice
		DDD-4	Table of Contents
		DDD-5	Dictionary - Guide Words
		DDD-6	Dictionary - Words with Many Meanings
		DDD-7	Glossary
		DDD-8	Index
		DDD-9	Lists of Maps & Illustrations
		DDD-10	Acknowledgments Page
		EEE-1	Alphabetical Order
		EEE-2	Table of Contents
		EEE-3	Pronunciation Key
		EEE-4	Reference Tables
		EEE-5	Index
		EEE-6	Glossary
		EEE-7	Bibliography
		EEE-8	Card Catalog
		EEE-9	Encyclopedia
		EEE-10	Atlas

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MATERIAL	LEVEL	COMMENTS
STUDY SKILLS LIBRARY (continued)		FFF-1 Copyright Notice
		FFF-2 Preface
		FFF-3 Table of Contents
REFERENCE		FFF-4 Index
		FFF-5 Card Catalog
		FFF-6 Dewey Decimal System
		FFF-7 Encyclopedia
		FFF-8 Dictionary
		FFF-9 Almanac
		FFF-10 Bar Graphs
		HHH-1 Reference Tables
		HHH-2 Picture Graphs
		HHH-3 Line Graphs
		HHH-4 Diagrams
		HHH-5 Reference Sources - Review
		HHH-6 Dictionary - Spelling Aid
		HHH-7 Dictionary - Etymology
		HHH-8 Weather Maps
		HHH-9 Dewey Decimal System
		HHH-10 Readers' Guide

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VIII. VOCABULARY

MATERIAL	LEVEL	COMMENTS
VOCABULARY WORKSHOP (Oxford Book Co.) Books A, B, C, D, E, F	Mod II	Definitions Synonyms Antonyms Word families Analogies

MATERIAL	LEVEL	COMMENTS
WORLD OF VOCABULARY (Rauch, Clements) Books 1, 2, 3, 4	Mod I	Designed for poorly motivated, slow learners with limited experience in vocabulary development. Encourages opportunity to use new words in speaking and writing activities. Exercises designed to provide feeling of accomplishment, opportunity for success. Words chosen for interest and motivational level; photos used as visual tools to capture attention, exemplify words. Context clues for understanding variety of topics.

IX. READING FOR ENJOYMENT

BOOK LIST

*BOOK LIST

AUTHOR	TITLE	*RL/IL
Angelou, Maya	I KNOW WHY THE CAGED BIRD SINGS	9/9+
Armstrong, W.	*SOUNDER	5/6-8
Asimov, Isaac	ASIMOV'S MYSTERIES	8/7-12
Benchley, Peter	JAWS	9/9+
Bradbury, Ray	FAHRENHEIT 451	7/9+
Craven, M.	I HEARD THE OWL CALL MY NAME	8/7-10
Cussler, Clive	RAISE THE TITANIC	
Dickey, J.	DELIVERANCE	9/7-12
Eyerly, J.	*DROP OUT	
Frank, Anne	ANNE FRANK: THE DIARY OF A YOUNG GIRL	8/7+
Gregory, Dick	NIGGER	7/8+
Griffin, John H.	BLACK LIKE ME	9/9+
Hailey, Arthur	AIRPORT	
Hailey, Arthur	HOTEL	
Hailey, Arthur	THE MONEYCHANGERS	
Hailey, Arthur	WHEELS	
Halley, Alex	ROOTS	
Heller, J.	CATCH 22	9/10+
Hemingway, Ernest	OLD MAN AND THE SEA	8/10+
Hinton, S.	*THE OUTSIDERS	7/10+
Hughes, Langston	THE BIG SEA	
Klein, Norma	MOM, THE WOLFMAN AND ME	7/6-10
Little, Malcolm	THE AUTOBIOGRAPHY OF MALCOLM X	10/10+
London, Jack	CALL OF THE WILD	7/5-10
Lipsyte, R.	*THE CONTENDER	7/9+
Mann, Patrick	DOG DAY AFTERNOON	
Neufeld, J.	*LISA, BRIGHT AND DARK	8/9-12
Orwell, George	1984	8/9+
Peck, Robert N.	A DAY NO PIGS WOULD DIE	7/6-9
Picano, Felice	EYES	
Read, Piers Paul	ALIVE	9/9+

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*BOOK LIST (continued)

AUTHOR	TITLE	*RL/IL
Saroyan, Wm.	THE HUMAN COMEDY	7/4-8
Shulman, Irving	WEST SIDE STORY	9/10+
Stockton, F.R.	THE LADY, OR THE TIGER? & OTHER STORIES	
Thomas, Piri	DOWN THESE MEAN STREETS	
Tolkien, J.R.	THE HOBBIT	8/8+
Twain, Mark	ADVENTURES OF HUCKLEBERRY FINN	7/4-9
Twain, Mark	CONNECTICUT YANKEE IN KING ARTHUR'S COURT	5/4-7
Vonnegut, Kurt	SLAUGHTERHOUSE-FIVE	9/7-12
Vonnegut, Kurt	WELCOME TO THE MONKEY HOUSE	10/11+
Wells, H.G.	THE TIME MACHINE	6/5-9
Wojciechowska, M.	TUNED OUT	8/7+
Wright, Richard	BLACK BOY	7/9+
Zindel, Paul	*THE PIGMAN	7/9-12
	THE MAN WHO STOPPED TIME	
	*15 AMERICAN ONE ACT PLAYS	

*Books available in R.C.C. library special section for Communication Skills students or Spring Valley campus College Skills library.

*Books available Reading Lab main campus

*RL - Reading Level
IL - Interest Level

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TAXONOMY ADDENDUM

NEW MATERIALS FOR TEACHING AND COUNSELING
1979-80

I. COMMUNICATIONS SKILLS
II. GUIDANCE AND COUNSELING
III. REPORTS AND CONFERENCE PRODEEDINGS
IV. MISCELLANEOUS REFERENCE MATERIALS

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D. Lewin

I. COMMUNICATION SKILLS

MATERIAL	LOCATION
ACCOUNTING IN ENGLISH	Adler (ESL)
AN INTRODUCTION TO LANGUAGE F. Rodman - 2nd Ed.	Adler
BEGINNING COMPOSITION THROUGH PICTURES J.B. Heaton	Adler
BREAKTHROUGH FROM READING TO WRITING Presley and Dodd	Adler
CHEMICAL ENGINEERING IN ENGLISH	Adler
COMPOSITION STEPS Dyad Learning Program V. Horn	Adler
COMPUTER PROGRAMMING IN ENGLISH	Adler
CONTROLLED COMPOSITION IN ESL C.R. Paulston & G. Dykotra	Adler
DEVELOPING SECOND LANGUAGE SKILL K. Chaskain	Adler
ENGLISH STRUCTURE IN FOCUS Polly Davis	Adler
(Teacher's Manual for ENGLISH STRUCTURE IN FOCUS)	"
FOR AND AGAINST J.G. Alexander	Adler
FROM SENTENCE TO PARAGRAPH R.G.Bander	Adler
GRAMMAR FOR TEACHERS	Adler
GRAMMAR FOR USE Vol. I & II E.J. Hall	Adler
HOSPITAL SERVICES IN ENGLISH	Adler
HOW TO TEACH READING SYSTEMATICALLY Duffy and Sherman	Adler
IDIOM WORKBOOK	Adler
INTERNATIONAL FINANCE IN ENGLISH	Adler

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MATERIAL	LOCATION
A LINGUISTIC GUIDE TO LANGUAGE LEARNING Wm. Moulton	Adler
MANUAL OF AMERICAN ENGLISH PRONUNCIATION C. Praton	Adler
NEW YORK - STAGE 2 W. Hutchinson	Siegelbaum
PREPOSITIONS	Adler
PRONOUNS AND DETERMINERS	Adler
PRONUNCIATIONS CONTRASTS IN ENGLISH	Adler
REFLECTIONS Ed. by S. Griffen, J. Dennis	Siegelbaum
SCRIPT FOR LAB EXERCISES Kolaitis	Siegelbaum
STRUCTURE AND MEANING R. Abraham	Siegelbaum
SUPERSTARS OF SPORTS - STAGE 3 W. Folprecht, D. Lefer	Siegelbaum
A SURVEY OF MODERN GRAMMAR J. Heinchon	Adler
TEACHING CULTURE H.N. Seelye	Adler
TEACHING ENGLISH AS A SECOND LANGUAGE A. Campbell	Adler
TEACHING ENGLISH AS A SECOND LANGUAGE M. Finocchiano	Adler
TEACHING EXPOSITORY WRITING W. Jomscher	Adler
TECHNICAL ENGINEERING IN ENGLISH	Adler
VERB TRACES AND VERB FORMS	Adler
WORKING SENTENCES R. Allen	Adler
WRITING LOGICALLY	H. Haas

II. GUIDANCE AND COUNSELING

MATERIAL	LOCATION
AFFECTIVE EDUCATION #L 521	Hess
ANNUAL HANDBOOK FOR GROUP FACILITATORS	Hess
CAREER AND LIFE PLANNING Revised - 1980 Inst. Manual, Student Handbook, Student Workbook	Moore
COUNSELING: BRIDGING THE GAP BETWEEN REALITY AND EXPECTATIONS	Haas
DEVELOPING HUMAN RESOURCES	Moore
DIRECTORY OF HEALTH AND SOCIAL SERVICES IN ROCKLAND COUNTY	Martin
EDUCATOR'S GUIDE TO FREE GUIDANCE MATERIALS	Hess
EFFECTIVE THERAPY FOR COLLEGE STUDENTS E. Hanfmann	Moore
FIFTY STRATEGIES FOR EXPERIMENTAL LEARNING	Hess
GROUP DEVELOPMENT #G546	Hess
HANDBOOK OF STRUCTURED EXPERIENCES FOR HUMAN RELATIONS TRAINING Vol. 3	Hess
OVERCOMING MATH ANXIETY S. Tobias	Moore
REFERENCE GUIDE TO HANDBOOKS AND ANNUALS G110	Hess
SELF-DIRECTED SEARCH J. Holland	Hess
VOCATIONAL BIOGRAPHIES Series K for '80-'81 School Year	Moore
WHAT CAN I DO WITH A MAJOR IN ?? L. Maining & S. Morrow	Moore
THE WOMEN'S GUIDE TO RE-ENTRY EMPLOYMENT M. Zimmeth	Moore
WOMEN'S WORK (Renewal Subscription '80-'81)	Moore
YOU AND YOUR EMOTIONS M. Maultsby, A. Hendricks	Moore

III. REPORTS AND CONFERENCE PROCEEDINGS

MATERIAL	LOCATION
ACADEMIC PLANNING FOR THE MINORITY DISADVANTAGED STUDENT: THREE MODELS FOR CHANGE	Haas
AN ASSESSMENT OF REMEDIAL EDUCATION FOR VOCATIONAL-TECHNICAL STUDENTS IN SELECTED POST-SECONDARY INSTITUTIONS IN TEXAS	Haas
BILINGUAL PROGRAM OF THE BRONX COMMUNITY COLLEGE	Haas
COGNITIVE SCIENCE: IMPLICATION FOR CURRICULUM RESEARCH AND DEVELOPMENT	Haas
CONFERENCE PROCEEDINGS: ANNUAL OHIO DEVELOPMENTAL EDUCATION CONFERENCE	Haas
PROCEEDINGS: CONFERENCE ON COMPENSATORY REMEDIAL EDUCATION	Haas
PROCEEDINGS: CONFERENCE ON COMPENSATORY REMEDIAL EDUCATION 1974	Haas
PROCEEDINGS: CONFERENCE ON COMPENSATORY REMEDIAL EDUCATION 1976	Haas
DIFFERENCES BETWEEN DEVELOPMENTAL STUDIES IN COMMUNICATIONS SKILLS STUDENTS AND REGULAR COLLEGE COMMUNICATIONS STUDENTS IN THEIR ORIENTATION TO SYMBOLS AND THEIR MEANINGS	Haas
ESL - A COMMUNITY BASED PROGRAM	Haas
THE EFFECTIVENESS OF POST-SECONDARY OPPORTUNITY PROGRAMS FOR THE DISADVANTAGED-A REPORT OF A RESEARCH STUDY CONDUCTED BY THE OFFICE OF HIGHER AND PROFESSIONAL EDUCATION	Haas
EVALUATION IN AUTONOMOUS LEARNING SCHEME	Haas
AN EVALUATION OF THE COGNITIVE AND AFFECTIVE PERFORMANCE OF AN INTEGRATED SET OF CA1 MATERIALS IN THE PRINCIPLES OF MACROECONOMICS	Haas

MATERIAL	LOCATION
EVALUATION OF INNOVATIVE PROGRAMS DESIGNED TO INCREASE PERSISTENCE AND ACADEMIC PERFORMANCE OF HIGH RISK STUDENTS IN COMMUNITY COLLEGE	Haas
EVALUATION OF THE UPWARD BOUND PROGRAM - EXECUTIVE SUMMARY	Haas
A GUIDE LIFE SITUATION - INCORPORATING COMMUNITY RESOURCES INTO THE ADULT ESL CURRICULUM	Haas
GUIDELINES: ENGLISH LANGUAGE PROFICIENCY	Haas
IMPACT - A PROJECT REPORT ON COMPENSATORY INSTRUCTION IN COMMUNITY COLLEGE	Haas
AN INTRODUCTORY COLLEGE COURSE GRADE OF REMEDIAL READING STUDENTS - Survey July,'78	Haas
NATIONAL PROJECT II - ALTERATIONS TO THE REVOLVING DOOR	Haas
PLANNED VARIATION STUDY Vol. I EXECUTIVE SUMMARY	Haas
PLANNED VARIATIONS STUDY: Vol. IV FIELD RANDOMIZED EXPERIMENT	Haas
PLANNED VARIATIONS STUDY Vol. VI INDEX OF EXISTING COMPONENTS	Haas
PLANNED VARIATIONS STUDY: Vol. II INTERVENTION STRATEGIES FOR SECONDARY AND POST-SECONDARY COMPENSATORY EDUCATION	Haas
PLANNED VARIATIONS STUDY: Vol. V PERFORMANCE MEASURES FOR EVALUATING SECONDARY AND POST-SECONDARY INTERVENTION PROGRAM	Haas
REMEDIATION OF NON-COGNITIVE AND ACHIEVEMENT DEFECTS IN DISADVANTAGED COMMUNITY COLLEGE FRESHMEN PROJECT - Lenk	Haas
RESEARCH AND REMEDIAL DEVELOPMENTS PROGRAMS: NEW DIRECTIONS	Haas
SIX SEMESTER PERSISTANCE STUDY OF STUDENTS RECOMMENDED FOR DEVELOPMENTAL STUDIES	Haas

MATERIAL	LOCATION
SPEAKING-LISTENING INSTRUCTION FOR THE DISADVANTAGED JUNIOR COLLEGE STUDENT	Haas
STATE PLANNING FOR THE DISADVANTAGED. A REPORT OF THE NATIONAL DISSEMINATION PROJECT FOR COMMUNITY COLLEGE	Haas

IV. MISCELLANEOUS REFERENCE MATERIALS

MATERIAL	LOCATION
THE ART OF ADMINISTRATION K. Eble	Moore
DETERMINING FACULTY EFFECTIVENESS Johan A. Centra	Martin
ON COMPETENCE G. Grant, P. Elbow, T. Ewens, et. al.	Martin
LISTENING INSTRUCTION	Martin
LEARNING DISABILITIES: THE STRUGGLE FROM ADLOSCENCE TOWARD ADULTHOOD W. Cruickshan, W. C. Morse	Martin
ANNOTATED BIBLIOGRAPHY OF BOOKS AND MATERIALS FOR THE DEVELOPMENTAL EDUCATOR	
ADULT EDUCATION - ALTERNATIVE PROGRAMS IN ADULT EDUCATION	
EVALUATION IN HIGHER EDUCATION - COMMUNITY AND JUNIOR COLLEGES	
COUNSELING AND PSYCHOLOGY	
ENGLISH AND COMMUNICATION	
MATH AND SOCIAL STUDIES	Martin

ARITHMETIC CONTRACT

To complete the Arithmetic section of College Skills Mathematics the following goals must be met:

1: Attendance

  a. Classes must be attended regularly.

  b. All students must attend the entire class period.

2: All assignments must be carefully prepared.

3: The following units of work must be satisfactorily completed:

  a. Addition and Subtraction of Whole Numbers.

  b. Multiplication of Whole Numbers.

  c. Division of Whole Numbers

  d. Fractions including:

    1. Reduction

    2. Addition and Subtraction

    3. Multiplication and Division

  e. Decimals including:

    1. Addition and Subtraction

    2. Multiplication and Division

    3. Changing Decimals into Fractions

    4. Changing Fractions into Decimals

  f. Percents including:

    1. Changing percents to Fractions and Decimals

    2. Changing Fractions and Decimals to Percents

    3. Percent Problems

    4. Simple Interest Problems

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(Instructor's Signature)

MATH SKILLS CONTRACT

In order to receive a passing grade in College Skills Math, I understand I will satisfactorily complete the Arithmetic section and the Algebra section provided by the College Skills department.

The Arithmetic section can be completed in one of the following ways:

1. A grade of HG (good progress) in the Arithmetic section.
2. An exemption from the Arithmetic section based on the Arithmetic pretest.

The Algebra section can only be completed by receiving a grade of P (pass) in the section. A grade of HG indicates good progress in the Algebra section.

(Instructor's Signature)

(Student's Signature)

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APPENDIX F

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PRETEST SKILL 1 ADDING WHOLE NUMBERS

1) 3 + 5 =
2) 7 + 6 =
3) 4 + 2 =

4) 1 + 0 =
5) 9 + 8 =
6) 7 + 7 =

7) 7 + 5 + 4 =
8) 3 + 2 + 5 =

9) 13 + 19 =
10) 43 + 98 =

11) 182 + 73 + 486 =
12) 134 + 987 + 89 =

13) 864 + 793 + 987 =
14) 434 + 896 + 127 =

In problems 15 through 20 add each set of numbers.

15) 37
86
54
39
72

16) 893
487
382
97

17) 5486
789
3005
24

18) 3806
922
386
4593

19) 72
38
42
53
96

20) 38,920
44,386
96,782

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PRETEST SKILL 2 SUBTRACTING WHOLE NUMBERS

1) 7 - 2 =

2) 8 - 1 =

3) 2 - 2 =

4) 9 - 0 =

5) 6 - 5 =

6) 8 - 6 =

7) 14 - 2 =

8) 23 - 16 =

9) 46 - 23 =

10) 183 - 94 =

11) 200 - 93 =

12) 493 - 188 =

13) $\begin{array}{r} 46 \\ -37 \\ \hline \end{array}$

14) $\begin{array}{r} 87 \\ -34 \\ \hline \end{array}$

15) $\begin{array}{r} 186 \\ -99 \\ \hline \end{array}$

16) $\begin{array}{r} 305 \\ -205 \\ \hline \end{array}$

17) $\begin{array}{r} 186 \\ -\ 9 \\ \hline \end{array}$

18) $\begin{array}{r} 3042 \\ -1099 \\ \hline \end{array}$

19) $\begin{array}{r} 5003 \\ -2114 \\ \hline \end{array}$

20) $\begin{array}{r} 489 \\ -99 \\ \hline \end{array}$

PRETEST SKILL 3 MULTIPLYING WHOLE NUMBERS

1) 3 x 5 =
2) 7 x 6 =
3) 8 x 9 =
4) 1 x 7 =
5) 3 x 0 =
6) 7 x 8 =
7) 0 x 0 =
8) 4 x 6 =
9) 13 x 14 =
10) 15 x 24 =
11) 36 x 20 =
12) 486 x 372 =

13) 43 x86
14) 80 x62
15) 32 x17
16) 54 x28

17) 386 x405
18) 986 x124
19) 314 x600
20) 4026 x132

PRETEST SKILL 4 DIVIDING WHOLE NUMBERS

1) 6 ÷ 2 =

2) 9 ÷ 1 =

3) 8 ÷ 4 =

4) 5 ÷ 5 =

5) 8 ÷ 2 =

6) 0 ÷ 2 =

7) 24 ÷ 6 =

8) 72 ÷ 18 =

9) 48 ÷ 3 =

10) 42 ÷ 7 =

11) 64 ÷ 16 =

12) 84 ÷ 7 =

In problems 13 through 20 divide. If there is a remainder identify it as in sample problem A.

SAMPLE PROBLEM A

$$\begin{array}{r} \underline{21} \\ 23\overline{)496} \\ \underline{46} \\ 26 \\ \underline{23} \\ \underline{\text{Remainder}} = 3 \end{array}$$

13) $17\overline{)984}$

14) $34\overline{)86}$

15) $9\overline{)806}$

16) $3\overline{)481}$

17) $84\overline{)9823}$

18) $17\overline{)300}$

19) $123\overline{)7855}$

20) $72\overline{)4058}$

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PRETEST SKILL 5 ROUNDING WHOLE NUMBERS

Round 42,158,782,487 to the nearest:

1) hundred ______________________________

2) thousand ______________________________

3) ten ______________________________

4) hundred-thousand ______________________________

5) ten-million ______________________________

6) billion ______________________________

7) hundred-million ______________________________

8) ten-billion ______________________________

9) ten-thousand ______________________________

10) million ______________________________

PRETEST SKILL 6 ADDING DECIMALS

1) 0.4 + 0.7 =

2) 1.2 + 4.3 =

3) 0.3 + 0.2 =

4) 6.5 + 1.22 =

5) 22.4 + 0.055

6) 9.76 + 1.2 =

7) 2.66 + 8.9 + 0.005 =

8) 45.22 + 9.654 + 4.333 =

9) 1.002 + 5 + 6.237 =

10) 4.3303 + 9.77 + 6 + 3.22 =

11) 7 + 5.4 + 0.004 + 3 =

12) 8.009 + 0.236 + 9.2 + 14 =

13) 6.004 + 32.9 + 25 =

14) 234.6 + 43.56 + 2.005 + 500 =

In problems 15 through 20 add each set of numbers.

15)
5.66
2.35
7.66
8.04

16)
563.9
56.72
4.3
187.27

17)
78.006
4800.3
678.9206

18)
450.98
0.7209
430.78
56.231

19)
780.672
56.002
76.652
679.8
5.0004

20)
8902.002
872.94
5.0
9023.79

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PRETEST SKILL 7 SUBTRACTING DECIMALS

1) 8.3 - 7.1 =

2) 4.9 - 2.5 =

3) 1.7 - 0.2 =

4) 12.8 - 3 =

5) 67.24 - 7.35 =

6) 15.03 - 8.92 =

7) 4.23 - 0 =

8) 234.6 - 87.45 =

9) 56.8 - 2.56 =

10) 55.826 - 6.7 =

11) 8.54 - 8.45 =

12) 100 - 98.34 =

13) $\begin{array}{r} 429.33 \\ \underline{-23.98} \end{array}$

14) $\begin{array}{r} 8.005 \\ \underline{-4.89} \end{array}$

15) $\begin{array}{r} 700 \\ \underline{-56.09} \end{array}$

16) $\begin{array}{r} 900.421 \\ \underline{-78.8} \end{array}$

17) $\begin{array}{r} 600 \\ \underline{-40.7} \end{array}$

18) $\begin{array}{r} 5.002 \\ \underline{-5.001} \end{array}$

19) $\begin{array}{r} 209.78 \\ \underline{-183.99} \end{array}$

20) $\begin{array}{r} 6089.004 \\ \underline{-899.328} \end{array}$

PRETEST SKILL 8 MULTIPLYING DECIMALS

1) 5.6 x 6.8 =

2) 30.7 x 5 =

3) 4 x 0.003 =

4) 7.23 x 1.4 =

5) 100 x 4.982 =_

6) 10 x 7.6 =

7) 14.09 x 5.2 =

8) 35.2 x 0.004 =

9) 5.02 x 20.1 =

10) 700 x 5.06 =

11) 78.2 x 40.1 =

12) 4.05 x 500 =

13) 792.3
x 1.2

14) 605.2
x40.4

15) 500.45
x670.2

16) 7.009
x31.5

17) 5000
x1.2

18) 67.2
x1.1

19) 2.0051
x0.007

20) 204.67
x10000

PRETEST SKILL 9 ROUNDING DECIMALS

Round 74,385.7209658 to the nearest:

1) tenth ______________________

2) thousandth ______________________

3) ten ______________________

4) thousand ______________________

5) hundred-thousandth ______________________

6) hundred ______________________

7) ten-thousand ______________________

8) ten-thousandth ______________________

9) hundredth ______________________

10) unit ______________________

PRETEST SKILL 10 DIVIDING DECIMALS

In problems 1 through 6 divide and round to the nearest tenth.

1) $0.7\overline{)3.45}$ 2) $1.2\overline{)0.78}$ 3) $9\overline{)145.04}$

4) $2.73\overline{)6\quad}$ 5) $0.02\overline{)6.1}$ 6) $22\overline{)0.73}$

In problems 7 through 10 divide and round to the nearest hundredth.

7) $5.3\overline{)9.782}$ 8) $0.01\overline{)8.782}$ 9) $65\overline{)6.124}$

10) $6\overline{)47\quad}$ 11) $3.1\overline{)8.4\quad}$ 12) $2.01\overline{)12.8\quad}$

PRETEST SKILL 11 REDUCING FRACTIONS

Reduce each fraction to lowest terms.

1) $\frac{6}{8} =$
2) $\frac{9}{18} =$
3) $\frac{8}{12} =$
4) $\frac{12}{24} =$
5) $\frac{20}{25} =$
6) $\frac{6}{30} =$
7) $\frac{40}{55} =$
8) $\frac{100}{175} =$
9) $\frac{7}{35} =$
10) $\frac{24}{42} =$
11) $\frac{250}{450} =$
12) $\frac{60}{72} =$
13) $\frac{45}{75} =$
14) $\frac{26}{39} =$
15) $\frac{64}{80} =$
16) $\frac{125}{175} =$
17) $\frac{180}{225} =$
18) $\frac{2500}{2600} =$
19) $\frac{44}{60} =$
20) $\frac{78}{91} =$

PRETEST SKILL 12 ADDING FRACTIONS

1) $\frac{1}{4} + \frac{2}{4} =$ 2) $\frac{3}{8} + \frac{2}{8} =$ 3) $\frac{8}{15} + \frac{1}{15} =$

4) $\frac{11}{24} + \frac{6}{24} =$ 5) $\frac{1}{9} + \frac{3}{9} =$ 6) $\frac{17}{42} + \frac{2}{42} =$

7) $\frac{1}{2} + \frac{1}{8} =$ 8) $\frac{1}{5} + \frac{1}{10} =$ 9) $5 + \frac{2}{7} =$

10) $\frac{4}{9} + \frac{1}{2} =$ 11) $\frac{3}{11} + \frac{2}{3} =$ 12) $\frac{1}{6} + \frac{1}{9} =$

13) $\frac{1}{5} + \frac{3}{7} + \frac{1}{2} =$ 14) $\frac{1}{20} + \frac{1}{4} + \frac{3}{10} =$

15) $\frac{5}{9} + \frac{1}{3} + \frac{1}{6} =$ 16) $1 + \frac{1}{3} + \frac{1}{4} =$

17) $\frac{6}{17} + 3 + \frac{1}{2} =$ 18) $\frac{3}{25} + \frac{7}{50} + \frac{1}{5} =$

19) $\frac{3}{100} + \frac{7}{10} + \frac{3}{50} =$ 20) $\frac{5}{36} + \frac{11}{18} + \frac{4}{9} =$

PRETEST SKILL 13 SUBTRACTING FRACTIONS

1) $\frac{3}{7} - \frac{2}{7} =$

2) $\frac{7}{9} - \frac{3}{9} =$

3) $\frac{6}{11} - \frac{4}{11} =$

4) $\frac{7}{8} - \frac{2}{8} =$

5) $\frac{8}{15} - \frac{7}{15} =$

6) $\frac{13}{23} - \frac{10}{23} =$

7) $\frac{1}{2} - \frac{1}{4} =$

8) $\frac{5}{8} - \frac{1}{2} =$

9) $\frac{10}{12} - \frac{1}{3} =$

10) $\frac{13}{16} - \frac{3}{8} =$

11) $\frac{5}{6} - \frac{1}{4} =$

12) $4 - \frac{1}{3} =$

13) $1 - \frac{3}{4} =$

14) $\frac{4}{7} - \frac{1}{5} =$

15) $\frac{11}{20} - \frac{1}{5} =$

16) $\frac{8}{11} - \frac{1}{2} =$

17) $\frac{6}{15} - \frac{3}{10} =$

18) $\frac{10}{12} - \frac{3}{15} =$

19) $\frac{9}{10} - \frac{8}{9} =$

20) $13 - \frac{3}{40} =$

PRETEST SKILL 14 MULTIPLYING FRACTIONS

1) $\frac{4}{5} \times \frac{1}{3} =$

2) $\frac{6}{7} \times \frac{1}{5} =$

3) $\frac{7}{10} \times \frac{7}{9} =$

4) $\frac{5}{8} \times \frac{4}{5} =$

5) $\frac{1}{5} \times \frac{1}{4} =$

6) $\frac{6}{8} \times \frac{3}{7} =$

7) $\frac{10}{13} \times \frac{2}{3} =$

8) $\frac{8}{9} \times \frac{8}{9} =$

9) $\frac{12}{17} \times \frac{2}{3} =$

10) $\frac{5}{6} \times \frac{6}{5} =$

11) $\frac{11}{12} \times \frac{3}{4} =$

12) $\frac{1}{9} \times \frac{2}{7} =$

13) $\frac{15}{16} \times \frac{4}{5} =$

14) $\frac{6}{7} \times \frac{5}{7} =$

15) $5 \times \frac{7}{8} =$

16) $\frac{4}{5} \times 3 =$

17) $6 \times \frac{8}{9} =$

18) $\frac{14}{17} \times \frac{34}{14} =$

19) $\frac{5}{9} \times \frac{5}{7} =$

20) $\frac{10}{13} \times \frac{3}{4} =$

PRETEST SKILL 15 DIVIDING FRACTIONS

1) $\frac{5}{8} \div \frac{7}{2} =$

2) $\frac{3}{5} \div \frac{7}{5} =$

3) $\frac{1}{8} \div \frac{2}{5} =$

4) $\frac{6}{5} \div \frac{1}{2} =$

5) $\frac{7}{12} \div \frac{3}{4} =$

6) $\frac{8}{13} \div \frac{2}{3} =$

7) $\frac{5}{6} \div \frac{5}{6} =$

8) $\frac{3}{17} \div \frac{1}{5} =$

9) $\frac{4}{9} \div \frac{5}{7} =$

10) $6 \div \frac{1}{2} =$

11) $\frac{7}{8} \div 3 =$

12) $\frac{1}{3} \div 3 =$

13) $\frac{6}{15} \div \frac{3}{7} =$

14) $\frac{7}{11} \div \frac{5}{6} =$

15) $\frac{8}{13} \div \frac{1}{2} =$

16) $\frac{3}{100} \div \frac{5}{9} =$

17) $\frac{1}{9} \div 4 =$

18) $\frac{13}{14} \div \frac{2}{7} =$

19) $\frac{11}{15} \div \frac{50}{3} =$

20) $\frac{7}{8} \div \frac{1}{24} =$

PRETEST SKILL 16 CONVERTING MIXED NUMBERS TO IMPROPER FRACTIONS

Convert each mixed number to an improper fraction.

1) $3\frac{1}{5} =$
2) $5\frac{1}{4} =$
3) $6\frac{1}{2} =$
4) $10\frac{1}{3} =$
5) $2\frac{1}{9} =$
6) $12\frac{1}{5} =$
7) $11\frac{1}{10}$
8) $1\frac{17}{20} =$
9) $5\frac{10}{11} =$
10) $7\frac{1}{7} =$
11) $20\frac{1}{3} =$
12) $6\frac{13}{15} =$
13) $5\frac{1}{6} =$
14) $7\frac{9}{10} =$
15) $3\frac{6}{7} =$
16) $5\frac{8}{9} =$
17) $2\frac{13}{14} =$
18) $4\frac{1}{8} =$
19) $100\frac{1}{4} =$
20) $80\frac{1}{2} =$

PRETEST SKILL 17 CONVERTING IMPROPER FRACTIONS TO MIXED NUMBERS

Convert each improper fraction to a mixed number.

1) $\frac{9}{2} =$

2) $\frac{7}{3} =$

3) $\frac{13}{11} =$

4) $\frac{17}{5} =$

5) $\frac{5}{3} =$

6) $\frac{1[illegible]}{1[illegible]} =$

7) $\frac{34}{23} =$

8) $\frac{45}{44} =$

9) $\frac{20}{13} =$

10). $\frac{3[illegible]}{1[illegible]} =$

11) $\frac{100}{7} =$

12) $\frac{97}{89} =$

13) $\frac{8}{3} =$

14) $\frac{5[illegible]}{4[illegible]} =$

15) $\frac{99}{97} =$

16) $\frac{11}{3} =$

17) $\frac{200}{191} =$

18) $\frac{5}{4} =$

19) $\frac{16}{13} =$

20) $\frac{88}{81} =$

PRETEST SKILL 18 OPERATIONS INVOLVING MIXED NUMBERS

1) $5\frac{1}{3} + 2\frac{1}{3} =$

2) $3\frac{1}{5} + 2\frac{1}{2} =$

3) $5\frac{1}{8} + 7\frac{2}{5} =$

4) $1\frac{1}{3} + 2\frac{1}{5} =$

5) $7\frac{1}{9} + 3\frac{1}{3} =$

6) $6\frac{3}{4} - 2\frac{1}{4} =$

7) $5\frac{8}{9} - 3\frac{1}{3} =$

8) $14\frac{3}{5} - 8\frac{1}{2} =$

9) $20\frac{1}{10} - 14\frac{1}{5} =$

10) $16\frac{7}{8} - 13\frac{1}{3} =$

11) $3\frac{1}{2} \times 1\frac{1}{6} =$

12) $5\frac{1}{6} \times 2\frac{2}{3} =$

13) $3\frac{1}{6} \times 2\frac{1}{2} =$

14) $5\frac{1}{3} \times 2\frac{5}{6} =$

15) $6\frac{3}{7} \times 1\frac{1}{2} =$

16) $1\frac{2}{3} \div 1\frac{1}{4} =$

17) $3\frac{4}{5} \div 1\frac{1}{3} =$

18) $2\frac{2}{5} \div 3\frac{1}{2} =$

19) $5\frac{1}{6} \div 1\frac{2}{3} =$

20) $3\frac{1}{8} \div 1\frac{1}{2} =$

PRETEST SKILL 19 CONVERTING FRACTIONS TO DECIMALS

Convert each fraction to a decimal. If the decimal does not terminate by the third place, round to the nearest thousandth.

1) $\frac{1}{4} =$

2) $\frac{3}{8} =$

3) $\frac{17}{25} =$

4) $\frac{1}{3} =$

5) $\frac{3}{4} =$

6) $\frac{1}{2} =$

7) $\frac{1}{8} =$

8) $\frac{13}{20} =$

9) $\frac{2}{3} =$

10) $\frac{1}{6} =$

11) $\frac{7}{8} =$

12) $\frac{2}{7} =$

13) $\frac{1}{5} =$

14) $\frac{3}{5} =$

15) $\frac{9}{13} =$

16) $\frac{4}{9} =$

17) $\frac{47}{50} =$

18) $\frac{7}{15} =$

19) $\frac{1}{16} =$

20) $\frac{3}{17} =$

PRETEST SKILL 20 CONVERTING DECIMALS TO FRACTIONS

Convert each decimal to a fraction and reduce the fraction to lowest terms.

1) 0.23 =

2) 0.4 =

3) 0.15 =

4) 0.22 =

5) 0.65 =

6) 0.33 =

7) 0.7 =

8) 0.67 =

9) 0.13 =

10) 0.25 =

11) 0.99 =

12) 0.16 =

13) 0.125 =

14) 0.5 =

15) 0.80 =

16) 0.75 =

17) 0.111 =

18) 0.250 =

19) 0.3500 =

20) 0.9999 =

PRETEST SKILL 21 CONVERTING PERCENTS TO DECIMALS

Convert each percent to a decimal.

1) 5% =

2) 7% =

3) 25% =

4) 77% =

5) 100% =

6) 2.4% =

7) 7.5% =

8) 20% =

9) 6.23% =

10) 0.5% =

11) 125% =

12) 0.03% =

13) 500% =

14) 0.055% =

15) 17.1% =

16) 4.22% =

17) $3\frac{1}{2}\%$ =

18) $1\frac{1}{4}\%$ =

19) $7\frac{3}{8}\%$ =

20) $5\frac{3}{4}\%$ =

PRETEST SKILL 22 CONVERTING WHOLE NUMBERS, DECIMALS AND FRACTIONS TO PERCENTS

Convert each number to a percent.

1) 0.05 =
2) 0.17 =
3) 0.024 =

4) 0.077 =
5) 1.25 =
6) 2.7 =

7) 0.004 =
8) 0.112 =
9) 0.0825 =

10) 4 =
11) 23 =
12) 7 =

13) 0.0001 =
14) 0.0203 =
15) 2.2 =

16) $\frac{1}{4}$ =
17) $\frac{3}{8}$ =
18) 1 =

19) $\frac{1}{2}$ =
20) $\frac{3}{4}$ =

PRETEST SKILL 23 FINDING A PERCENT OF A NUMBER

1) 5% of 600 =

2) 3% of 500 =

3) 7% of 850 =

4) 1% of 453 =

5) 17% of 200 =

6) 100% of 56 =

7) 4% of 20 =

8) 25% of 600 =

9) 34% of 8700 =

10) 1.3% of 500 =

11) 2.4% of 100 =

12) 5.5% of 650 =

13) 200% of 4 =

14) 125% of 10 =

15) 1000% of 7 =

16) 0.4 % of 50 =

17) 0.2% Of 900 =

18) 0.01% of 5000 =

19) 500% of 1 =

20) $\frac{1}{2}$% of 5600 =

PRETEST SKILL 24 FINDING WHAT PERCENT ONE NUMBER IS OF ANOTHER

1) 8 is what percent of 16? ________

2) 3 is what percent of 4? ________

3) 24 is what percent of 40? ________

4) 500 is what percent of 2000? ________

5) 17 is what percent of 25? ________

6) 76 is what percent of 100? ________

7) 125 is what percent of 100? ________

8) 13 is what percent of 20? ________

9) 12 is what percent of 4? ________

10) 2 is what percent of 800? ________

PRETEST SKILL 25 FINDING A NUMBER THAT IS A GIVEN PERCENT OF ANOTHER NUMBER

1) 2% of what number equals 8? ________

2) 3% of what number equals 24? ________

3) 5% of what number equals 5? ________

4) 1% of what number equals 3.2? ________

5) 4% of what number equals 100? ________

6) 1.5% of what number equals 75? ________

7) 0.2% of what number equals 1? ________

8) 8% of what number equals 24? ________

9) 2.4% of what number equals 12? ________

10) 0.05% of what number equals 2? ________

APPENDIX G

COLLEGE SKILLS PROGRAM

SEMESTER I

Entry Reading Level - 1-4 (Stage I)

	Contact	Credit
CS 051 - Communication Skills	6	0
CS 042 - Clinical Module - Oral Language Development	3	0
CS 031 - Discovering the Community College	1	0
CS 032 - Understanding Human Behavior	2	0
PS 81M - Improving Coping Skills	1	1
PE - Physical Ed.	1	1
	14	2

SEMESTER II

Entry Reading Level 5 - 7 (Stage II)

	Contact	Credit
CS 051 - Communication Skills	6	0
CS 043 - Clinical Module - Listening	3	0
CS 046 - Clinical Module - Spelling	3	0
or 047 - Clinical Module - Vocabulary Development		
PS - Life Skills Seminar - To be determined	1	1
PE - Physical Ed.	1	1
	14	2

(Some students may enroll in Mathematics Skills, Mathematics 101 or "agreed upon" electives in place of CS 046 or 047)

SEMESTER III

Entry Reading Level 8 - 9 (Stage III)

	Contact	Credit
CS 051 - Communication Skills	6	0
CS 044 - Clinical Module - Logic and Reasoning (optional)	3	0
PS - Life Skills Seminar - To be determined	1	1
SP 91M, 92M, 93M Interviewing Interpersonal Communication, Listening	3	3
LC 91M - Introduction to College Library Skills	1	1
- Art/Music elective	4	4
- Elective	2	2
PE - Physical Ed	1	1
+	18 3 optional	12

(Some students may enroll in Mathematics Skills, Mathematics 101 or "agreed upon" electives in place of SP 91M, 92M, 93M and LC 91M)

SEMESTER IV

Entry Reading Level 10-11 (Stage IV)

			Contact	Credit
	CS 051	Communication Skills	6	0
	CS 045	Clinical Module - Introduction to Reading of Literature (optional)	3	0
	CS 046	Clinical Module - Spelling	3	0
or	047	Clinical Module - Vocabulary Development (optional)		
	PS	Life Skills Seminar - To be determined	1	1
	PS 92M	Study Strategies I	1	1
		Credit Courses	10	10
			18	12
			+ 6 optional	

COLLEGE SKILLS PROGRAM

SEMESTER I

Entry Reading Level - 1-4 (Module A)

		Contact	Learning Center	Credit
CS 064	Communication Skills	4		0
	Communication Skills Lab		4	
CS 042	Communication Module - Oral Language Development	3	0	0
CS 031	Discovering The Community College	1	0	0
CS 032	Understanding Human Behavior	2	0	0
CS 057	Communication Module - Communication Skills Reinforcement	2	0	0
CS 041	Communication Module - Communication Skills Reinforcement	3	0	0
PS 81M	Improving Coping Skills	0	0	1
	Credit Course	0	0	1
	Phys. Ed.	0	0	1
		15	4	3

Entry Reading Level - 5-7 (Module B)

		Contact	Learning Center	Credit
CS 064	Communication Skills	4		0
	Communication Skills Lab		4	
CS 043	Communication Module - Effective Listening	3	0	0
CS 031	Discovering the Community College	1	0	0
CS 032	Understanding Human Behavior	2	0	0
(CS 065	Mathematics Skills	4	2	0
PS 82M	Improving Math Attitudes)	0	0	1
or				
(CS 040	Communication Module - Communication Skills Reinforcement	1	0	0
CS 041	Communication Module - Communication Skills Reinforcement)	3	0	0
PS 81M	Improving Coping Skills	0	0	1
	Credit Course	0	0	1 or 2
	Phys. Ed.	0	0	1
		14	4 or 6	4 or the 5

Entry Reading Level - 8-9 (Module C)

		Contact	Learning Center	Credit
CS 064	Communication Skills	4		0
	Communication Skills Lab		4	
CS 044	Communication Module - Logic and Reasoning	3	0	0
CS 031	Discovering the Community College	1	0	0
CS 032	Understanding Human Behavior	2	0	0
(CS 065	Mathematics Skills	4	2	0
PS 82M	Improving Math Attitudes)	0	0	1
or				
(CS 040	Communication Module - Communication Skills Reinforcement	1	0	0
CS041	Communication Module - Communication Skills Reinforcement)	3	0	0
PS 81M	Improving Coping Skills	0	0	1
SH 91M	Interviewing, Interpersonal	0	0	3
92M,93M	Communication, Listening			
	Phys. Ed.	0	0	1
		14	4 or 6	4 from 6

Entry Reading Level - 10-11 (Module D)

		Contract	Learning Center	Credit
CS 064	Communication Skills	4		0
	Communication Skills Lab		4	
CS 045	Communication Module - Introduction to the Reading of Literature	3	0	0
or				
CS 047	Communication Module - Vocabulary Development	3	0	0
CS 031	Discovering the Community College	1	0	0
CS 032	Understanding Human Behavior	2	0	0
(CS 065	Mathematics Skills	4	2	0
PS 82M	Improving Math Attitudes)	0	0	1
or				
(CS 040	Communication Module - Communication Skills Reinforcement	1	0	0
CS 041	Communication Module - Communication Skills Reinforcement)	3	0	0
Ps 81M	Improving Coping Skills	0	0	1
	Credit Course			1 or 2
	Phys. Ed.			1
		14	4 or 6	4 or the 5

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CREDIT COURSE OPTIONS

	COURSE	CREDITS	STAGE
AR 93M	- Materials and Techniques	1	2+
MU 103-104	- R C C Chorale	1	2+
PA 114-115	Theater Movement Check	1	
PE	Group Camping	1	2+
PE 157	Backpacking	1	2+
PE	Other options	1 —	- 1+
PS 92M	Study Strategies Mod I	1	4
PS 93M	Study Strategies Mod II	1	4
PS	Life Skills Seminars	1	1+
LC 91M	Intro. College Lib. Skills Check	1	
SP 91M	Interviewing	1	3
SP 92M	Interpersonal Communication	1	3
SP 93M	Listening	1	3
AR 102	Drawing I	2	2+
AR 103	Drawing II	2	
AR 104	Drawing III	2	
AR 105	Drawing IV	2	
AR 106	Painting I	2	
AR 107	Painting II	2	
AR 108	Painting III	2	
AR 109	Painting IV	2	
AR 130	Photography	2	
AR 140	Crochet	2	
AR 142	Ceramics	2	
AR 144	Basketry	2	
AR 146	Fiber Forms (Prerequisite - Weaving I or Comparable Experience	2	
AR 150	Stained Glass Workshop I	2	
AR 151	Leather Workshop I	2	
AR 152	Jewelry Making Workshop I	2	
AR 153	Handweaving Workshop I	2	
AR 154	Stained Glass II	2	
AR 155	Leather II	2	
AR 156	Jewelry II	2	
AR 157	Handweaving II	2	
AR 219	Sculpture I	2	
AR 220	Sculpture II	2	
RL 212	Sports Officiating Check	2	
ET 115	Applied Math I } By Instructor's Permission	3	2+
ET 116	Applied Math II	3	2+
MA 101	Cont. College Math (placement by examination)	3	2+
MU 105	Ear Training I	3	2+
Mu 106	Ear Training II	3	2+
MU 201	Basic Musicianship Check	3	
AR 201	Graphic Techniques I* "	3	
AR 202	Graphic Techniques II* "	3	

*(Prerequisite: any studio art course)

COURSE		CREDITS	STAGE
RL 200 Intro. to Recreation	Check	3	
PS 103 Intro. to Psychology		3	4
PS 160 Art Therapy I			4
PS 161 Art Therapy II		3	4
PS 230 Role Playing (by instructor's permission)		3	3+
PS 271 Practicum Parenting (by instructor's permission		3	4
SO 150 Contemporary America Interdis.		3	3
CJ 101 Intro. Crim. Just. Syst.	Check	3	
CJ 110 Police Admin. I	Check	3	
HI 101 Western Civil. I	Check	3	4
SH 101 Fundamentals of Speech		3	2+
FR 101-102* Elementary French		3 ~~4~~	
GR 101-102* Elementary German		3 ~~4~~	
HB 101-102* Elementary Hebrew		3 ~~4~~	
IT 101-102* Elementary Italian		3 ~~4~~	
SP 101-102* Elementary Spanish		3 ~~4~~	
RU 101-102* Elementary Russian		3 ~~4~~	
(*by instructor's permission)			4
SH 205 Voice + Diction		3	3+
PS 112 Applied Child Psychology		3	
College A Courses	Check	1 - 6	
Self Expression: Photography I			
Self Expression: Photography II			
Self Expression: Art			
Career Math - Practical and Easy			
Woodworking and Boatbuilding			
PS [illegible]		1-6	3+

APPENDIX H

OBJECTIVES

EFL PROGRAM - ROCKLAND COMMUNITY COLLEGE

1. General

A) On each of the four levels described below, the goal is to teach the four basic language skills, i.e. listening comprehension, reading comprehension, ability to write and ability to speak. None of these is deemed more important than the other. It is assumed throughout that the students share no common language, so instruction must take place in English.

B) Although the prime objective is to have the student begin to think in English (i.e. go from the referent in reality directly to the lexical item in English), we do not mean to prohibit the use of bilingual dictionaries, but instruction must be given in their proper use.

C) Three basic word-lists are presumed to accompany this syllabus. Two, one containing irregular verbs, and the other function words, are provided. The third list of 2000 or so words that are most frequently used in American English, should be taken from the series of textbooks used in the basic course. All such series are based on some word-frequency lists, but they vary among themselves to a degree, so the list we use should be the one on which the textbook is based. We attach a sample list (see pp. 101-113 of The Key to English Vocabulary). Some such basic list should be covered in the first two levels and students should demonstrate familiarity with them before being admitted to the highest basic level or the bridge course. Since textbooks are already chosen for Fall 1978, adjustments will have to be made.

D) Usually excluded from word-lists are numbers, place and other proper names, nationalities, months, days, times of the clock, dates, seasons, greetings, leave-takings, responses, etc. It is indicated in the syllabi where these should be introduced.

E) Although the teaching of grammar is important, an over-emphasis on rules is sometimes confusing to the student. Concrete example must always accompany any presentation of a grammatical point (or any other point, for that matter).

F) Student will internalize rules for pronunciation of vocabulary that is introduced during the semester. He will also be able to pronounce this vocabulary in isolation and in context to the satisfaction of the teacher.

G) Student will learn and be able to use correctly, orally and in writing - and will comprehend when read, the 12 tenses of the English language listed as follows: Simple present, past, future; Perfect present, past, future; Progressive (or continuous) present, past, future; Perfect Progressive present, past, future.

Some attention should be given to "If I were" clauses (See Syllabus)

H) Each student will demonstrate the ability to comprehend and correctly utilize spoken English to the degree that corresponds with the grammatical structures presented on that level.

I) Teaching personnel will be able to explain sound production (copies of a book are being ordered).

II. Grammatical and lexical material to be covered per level.

A. Beginning basic level

Suggested structures to be applied through use of aural, oral reading, and writing skills, order of presentation, methods and techniques to be flexible (an eclectic approach).

1) Introduce basic word order (Syntax) together with present tense of to be.

   Subejct + verb + complement or object.

   (e.g. I am tired, Jack is old, the brown dog is smart, etc.)

2) Questions with "be": two kinds of questions require two kinds of responses:
   - a) Information wanted: what time is it?
   - b) Yes/no answer: Is the dog smart?

3) Negatives with "be": They are not tired.

4) Contractions with to be - Explain that these are used in spoken English and sometimes in informal writing; rarely used in formal writing.

5) The present tense of regular verbs (he, she, it loves, dresses, etc. See text as to when to add "es". Include habitual use, e.g. "He works here every day".

6) Agreement of subject and verb: "John is tired" vs. "John and Peter are tired" vs. "The group is tired".

7) There is, there are, also is there? are there? There isn't etc.

8) "Do" and "does" in interrogative and negative sentences in present tense. This is a critical item since English is unique in this use of a meaningless auxiliary verb to formulate

questions and negations. It must further be made clear that this meaningless auxiliary verb is not used with "be" and may be omitted with "have". Transformation drills from statement to question to negation with verbs other than "be"; e. g. He wants the dog (subject + verb + complement); Does he want the dog? (auxiliary verb + subject, + simple form of main verb + complement); He does not want the dog (subject + auxiliary verb, + negative + simple form of main verb + complement).

9) Verb "have" meaning "possess".

10) Explain that "you" can refer to one, two or more people. These used to be a singular "thou" and a plural "ye" but no more. Other languages however often still retain several ways of saying "you".

11) Subject and object forms of personal pronouns (I, me; you, you; he, him; she, her; it, it; we, us; they, them; with drills, e.g. I love her, She loves me, etc.)

12) Possessive adjectives and pronouns, my/mine, your/yours, his/his, her/hers, our/ours, their/theirs, with drill e. g. It is my book, It is mine, also contractious, It's mine, etc.

13) Another use of the apostrophe: (the genitive or possessive case of nouns) e.g. John's book; the boys' books, but the women's books, etc. Indicate variant "The wheel of the car" vs. "The car's wheel".

14) Unlike most other languages, gender in English is entirely sex-related, and even animals may be referred to in the neuter (e. g. It is a fine horse). Note: pronouns he/his/him/himself refer to males, she/hers/her/herself to females. All other pronouns may refer to male, female or neuter nouns.

15) Neuter pronoun "it" as repetitive subject, "It is a table" cf Spanish and other languages"Es una mesa".

16) Pronunciation of alphabet (names of letters).

17) Cardinal numbers 1-100; ordinals later.

18) Days of the week, names of months, dates, seasons.

19) Members of family.

20) Parts of body, including main organs.

21) Articles of clothing.

22) Food and meals (include comparative culture). Eating in restaurants (use role-playing or skits).

23) Rooms in house, articles of furniture.

24) Telling time, expressions concerning time, e.g. "at 8 o'clock: in an hour, by noon, on time." Include cultural attitudes. Explain a. m. and p. m.

25) Colors.

26) Greetings, responses, introductions, leave-taking, thanks, receiving and giving.

27) Shopping; cultural attitudes re haggling; money.

28) Medical aid: how to find, call a doctor, dentist, emergency room, ambulance etc. (Teach how to use telephone and telephone book). How to explain difficulty.

29) Cities, countries, nationalities, proper names as appropriate.

30) Transportation.

31) Introduce past tense of regular and some irregular verbs (see Appendix A hereto). Include interrogative and negative past (e.g. He ate; Did he eat; He did not (didn't) eat).

32) Forming plural of nouns; introduce some irregular plurals

(mice, men, etc.). Stress pronunciates of final "s" or "es". Pronunciation of final <s> when added to nouns to form the plural and to form the 3rd person singular present tense.

a) Final s is pronounced /s/ when it follows a voiceless sound e.g. books.

b) Final s is pronounced /z/ when it follows a voiced sound e.g. Trains. Nouns which end in <s> or an /s/ sound (sh, ch, x etc) add es to form their plurals. The *es* is always pronounced as a separate syllable /12/. e.g. class - classes.

33) *Spelling*. The amazing idiosyncrasies of English spelling must be met head on, in this and subsequent levels, as in "cough", "through", "though", or "I lead my horse to the lead factory" or "fish" spelled "ghoti" (gh from "lau*gh*", "o" from "w*o*men" and "ti" from "na*t*ion"). or "Now I read the *Times* but last year I read the *News*". But some sort of general rules that work in *most* cases can be offered, as for instance the doubling of consonants to protect interior vowel sounds. Thus "fat" with a vowel (even a silent vowel) added becomes "fate" or "fated"; if one want to protect the original interior vowel sound in "fat" on must double the consonant as in "fatter" or "fattest" (cf. "me", "met", "mete", "Mettle"). When things seem unbearable, always think of the laughter of your daughter.

34) Pronunciation of final <d>

1. It is pronounced as a separate syllable /id/ if the verb ends in <t> or <d> e.g. verb end - past = ended
wait - past = waited

2. It is pronounced /t/ if the verb ends in any voiceless sound (except t) e.g. ask - asked - wash - washed

3. It is pronounced /d/ if the verb ends in any voiced sound (except /d/) e.g. play - played

35) Shift of indirect/direct objects, i.e. I gave her the book vs. I give the book to her.

36) One/ones as pronouns

e.g. Take a pencil and then take another one.
Take a pencil and then take the other ones.
Copy this sentence and that one.

37) WH questions -

What, where, when, who (se), which (one
(ones

(Who for person and which for inanimate things) e.g.

Question: Which book is yours? (Which ones are yours?) agreement
Response: The one on the table is mine.

What's (is) John doing? What's that?

Question: Who is that man?

Response: That's John or His name is John.

Q Where are the eggs?

A They're (are) in the refrigerator.

Q When is the party?

A It's (is) on Saturday.

"why" questions with "because" responses.

38) How long questions with did phrases denoting length of time

until/from/ for/to e.g.

How long did you stay at the party?

Response. I stayed from 9 to 12.

I stayed until 12.

I stayed for 3 hours.

39) Ago: (He left an hour ago).

40) How much, how many - count/non-count
too much, too many nouns/mass nouns

41) Articles: a, an, the (review and reinforce constantly). Indefinite articles are not used with mass nouns such as "water", "air" etc. Both definite and indefinite articles can be used with most countable nouns (a chair, the chair).

42) Present and past continuous tenses (I am/was eating).

43) The "going to" future (I am going to eat).

44) Demonstrative adjectives and pronouns: This book, this one, etc.

45) Some - any concept. Do you want some coffee? No, I don't want any.

Rule: 1. some - used in affirmative statements.
2. any - used in negative statements and affirmative and negative questions.

46) Quantitative adjectives: several, many, few, some, a lot of, lots of, enough, a great deal of, also adverbial modifiers too and very, e. g. He has too much money, He has very little money.

47) During semester introduce all function words in Appendix B.

48) Adverbs of frequency, such as often, never, seldom, sometimes, etc.

49) Introduce can/may and negatives.

50) Begin teaching comparative and superlative forms of one-syllable adjectives. Mention doubling consonants (fat, fatter, fattest).

51) Introduce common prepositions.

PROCEDURES

E F L PROGRAM - ROCKLAND COMMUNITY COLLEGE

I. Introduction

The primary syllabus that follows is designed to fit the program offered on Main Campus Day, that is to say, four hours of instruction per day, five days per week for the basic EFL classes, and four hours per day on only two days per week for the "bridge" course designed to prepare the student specifically to enter the Freshman Composition course offered (and required for graduation) by the English Department. It is understood that the objectives per level for the basic course will have to be modified in the satellites, where fewer hours of instruction are offered (three hours per night, four days per week). What form this modification might take is discussed below. However, the methods should remain the same, as should the objectives of the "bridge" course, which consists of the same number of hours, wherever offered. All the numbers of hours-per-week mentioned above are based on a 15-week semester and will have to be changed in the case of a shortened semester, as in the summer. Thus the basic satellite course of three hours per day on four nights a week presumes a 15-week semester, and the total number of hours is derived from the formula 3 x 4 x 15, which equals 180 hours of instruction. If that course were given during a six-week semester in the summer, to obtain the same number of hours of instruction, it would be necessary to teach 30 hours per week (say, six hours per day on five days per week). In all cases the word "hour" is used to mean the academic hour, i.e. 50 clock minutes.

It is presumed that future selection of textbooks and tests shall follow upon the objectives that follow. However, both the methods and objectives here listed must be subject to modification based on experience.

II. Placement within the EFL Program

Placement will be determined by two or more tests, one of which shall be a writing sample. The other test or tests may be an in-house (attached) or standardized multiple-choice instrument; a dictation, a personal interview, or others. Within the basic course, students will be placed in one of three levels, i.e. beginning, intermediate or advanced. The switching of individual students between levels during the first week or two of classes should be facilitated where necessary, as deemed appropriate by the master instructor. The requirements for placement are as follows:

1. Beginning. No (or minimal) knowledge of English; however, the student must be literate in some language. See below for possible ways of handling students who are illiterate in all languages.

2. Intermediate. To be placed on this level the student must be deemed to have fulfilled the objectives of the beginning level, at RCC or elsewhere, but not those of the intermediate level.

3, Advanced. To be placed on this level the student must be deemed to have fulfilled the objectives of the beginning and intermediate levels, at RCC or elsewhere, but not be prepared for either the bridge course or the Freshman Composition course. However, some students may proceed from this course to Freshman Composition.

4. "Bridge" course. It is anticipated that placement in this course will be limited to those students who are deemed to have almost but not quite fulfilled the requirements to enter the Freshman Composition course. Probably, most will be hold-overs from our advanced basic course, but may be newcomers from elsewhere.

III. Compensation for difference in hours of instruction between basic course on Main and Satellite campuses.

The best solution of this problem will grow out of experience. Two main alternatives suggest themselves:

1. Adding one or more extra levels.

2. Stripping the satellite programs of class time devoted to discussion, recitation, etc. and possibly compensating by adding extra homework, lending them tape recorders, etc.

A third alternative would be a combination of the two.

IV. Handling the student who is illiterate in all languages.

The basic question is whether RCC wishes to serve this type of student. If that is resolved affirmatively, then we must determine whether to attempt to:

1. Bring him to literacy first in his own language, and then in English, or,
2. Disregard his own language and bring him to literacy first in English, or,
3. Do both of the above simultaneously.

The problem is further complicated by the fact that his own language may not be a written language at all (as for instance Haitian Creole). In any event, we have elected not to consider this type of student at all in this statement of proposed methods and objectives. We can go into this later once the basic institutional decision is made to attempt to serve this type of student. If the institutional decision is negative, then our problem becomes one of identifying this type of student, excluding him from our program, and referring him elsewhere. This latter may not be easy, since I do not know of anyplace in Rockland County equipped to handle this type of student once he has attained adulthood.

V. Placement in the EFL Program.

The foregoing refers to placing a student within the EFL program. What remains to be decided is how students are assigned as EFL students in the first place (as opposed to College Skills or regular students). A clear set of criteria should be developed and the responsibility for their application should be clearly assigned. It seems logical that either the admissions office or the English Department should make the determination on the basis of some standardized or in-house test or some other procedure, but this is in need of clarification.

Students coming from foreign countries with a limited command of English but possessing literacy in their own languages are clearly assignable to EFL. Students who are not literate in any language are discussed above. The grey area involves students who have been in this country for some time (and more often than not may be graduates of a U.S. high school) who are deemed unprepared for EN 101. The College Skills, English and ESL people should meet with people from Admissions and the appropriate deans to grapple with this problem.

VI. Tardiness and absence

It is of vital importance that the teaching assistant be in the classroom with outer garments off at the time the class is supposed to start, and that the class get started on time. Attendance should be taken and student tardiness or absence recorded. If the teaching assistant is going to be absent, he should notify the master instructor as soon as possible so a substitute can be found. The master instructor must keep a record of lateness or absence on the part of teaching assistants, and that datum will be considered when the decision is taken to rehire the teaching assistant or not.

The overall EFL supervisor and the master instructors should meet to decide an RCC-wide policy on absence and tardiness on the part of students, and the students should then be informed of the policy. One possible policy would be that three latenesses equal one absence, and eight or ten absences would result in being required to repeat the course, except in extraordinary cases (e.g. hospitalization), and then only if the missed work is made up. This is only a proposal for consideration.

VII. Master instructors will make frequent (at least once a week) visits to all classes and that same day discuss the class with the teaching assistant. Written record of those critiques will also be made and copies given to the teaching assistant and the overall supervisor at semester's end.

VIII. Master instructors will meet with all teaching assistants at least once a week, before or after class time. Attendance will be a condition of employment.

IX. We are developing a professional library for use of all ESL personnel. All should keep abreast of new developments in the field, and be in constant contact with master instructors and others, re: availability of films, tapes, other audio-visual aids and materials of all kinds.

SUGGESTED METHODS AND TECHNIQUES OF INSTRUCTION

E F L Program - Rockland Community College

A great deal (some of it pejorative) has been written about teaching teachers how to teach. It can be argued that if a reasonably intelligent person is given a clear syllabus or set of objectives, he should be left alone to teach in his own style; whether he succeeds or not can then be determined by various means, especially the use of standardized or departmental exit tests, classroom visitations, student evaluations, and other ways. On the other hand it may be argued that teachers can and do benefit from learning about techniques that have succeeded in other times and places, and that this is especially true in a situation such as ours, where we use paraprofessional teaching assistants and are apt to have a rapid turnover of personnel. Arguing from this point of view it can be said that failure to teach teachers how to teach not only obliges them in effect to reinvent the wheel over and over again, but is also a dereliction of duty on the part of the supervisory personnel, in that the students will suffer while the teacher is going through the learning process.

There must exist some sort of happy synthesis of the two points of view. It may be said that certain techniques can be taught or suggested, but they must not be presented as inviolable vitual or doctrine, nor in such a way as to warp the teacher's natural style. Also, since the literature suggests that teachers learn more from each other in informal conversations than from methods courses, our in-house courses should allow for inter-change of ideas and not be primarily composed of lectures by so-called or self-styled experts.

Within such a context, some methods that might be discussed, always allowing for flexibility to meet the needs of the class, are as follows:

A) The student-centered classroom.

This idea has become dogma in many parts of the world of teacher trainers. It is however our opinion that for students newly arrived from abroad, overly stressing this concept may be frightening. The newly-arrived student is more used to the concept of the authoritarian teacher and may interpret a student-centered classrrom as chaos, and feel distinctly uncomfortable if he feels that the teacher is not in control. Even such a thing as requiring newly-arrived students to sit in circles instead of rows, with the teacher merely one part of the circle, may be disturbing, and also make it difficult for a third of the students to see the blackboard. Thus I would recommend that teachers assume and maintain an authoritarian position (or at least the appearance of such a position) in those classes in which the majority of the students are newly arrived in the country. In practice this will probably mean the beginning classes. In more advanced basic classes and in the "bridge" course a variety of styles should be used so as to accustom the students to what they are to expect once they leave EFL and go into the main stream. This need for variety leads to the use of

B) Guest Lecturers. Either by prevailing on the generosity of instructors in other departments, or by developing some way of paying them extra, it might be a good idea to invite instructors from non-EFL departments to give 50-minutes lectures or classes to the more advanced EFL students, such as they might give in their regular courses. The topic would have to be complete in itself, say "The Spanish-American War". Ideally there would be a separate written resume of what was said. The students would be prepared in advance on note-taking techniques, and then, afterwards, be quizzed or asked to write outlines of what was said; then, they would be given copies of either the guest instructor's resume of what was said, or the EFL teacher's resume, to compare with their own, and then made to rewrite their own.

C) Note-taking

In the beginning classes, with the regular teacher, students should be told not to write while the teacher is lecturing. Time should be set aside, after the lesson, for the students to copy notes on highlights or whatever the teacher deems necessary.

In more advanced classes, or when a guest lecturer is present, when students do take notes during a lecture, they must be alerted not to depend exclusively on what the lecturer writes on the blackboard, as many tend to do, but also to listen to what is said.

Arbaiza feels that there may be some advantage to advising students to take notes in their own language, in regular classes as well as advanced EFL classes.

D) Dictation - At least in the beginning and intermediate sections, I favor the concept of announced dictations, by which I mean that the dictation should consist of a short part of a longer reading selection that the student has already read, either at home or in class. The student will not know which section will be used in the dictation; since he wants a good mark on the dictation, we will tend to reread and study the larger selection.

As to the manner of giving the dictation itself, we recommend, at the beginning, first reading the selection at normal speed, then at dictation speed, and then again at normal speed. Gradually, the dictation-speed can be quickened. Punctuation can be stated during the dictation-speed reading (period, comma, etc.) or, in more advanced classes, clearly indicated by voice pauses, but errors in punctuation must be penalized.

E) Inductive / Deductive. A great deal of study and polemic has gone into arguing the advantages and disadvantages of these two methods of instruction; roughly the "inductive" method may be defined as giving examples and letting the student formulate the rule, while the "deductive" or "teacher tells" method emphasizes the giving of the rule first and then providing the student with examples to illustrate the rule. Simply, this may be reduced to the question whether it is better to write the present tense of "to be" on the blackboard, and then quiz or give pattern drills to the students, or whether it is better first to ask the questions until the students can themselves conjugate it. In this case, the former is "deductive" and the latter "inductive". In our experience, one method works better in certain cases, the other in other cases; also some teachers feel more comfortable with one, others with the other. Thus we would leave this option open to the teacher, but always with the understanding that the students must constantly be required to talk in class, singly or in small groups, when they are not actually engaged in a written exercise, and that the teacher's voice not be the only voice heard in the classroom.

F) Asking questions. This is the basic method of getting students in EFL classes to speak. It accomplishes two main purposes, first it forces them to understand the spoken word, and then to use English themselves. It is vital when asking questions to first ask the question, then call on the student. Over the years Arbaiza has found that working from 3 x 5 cards, which can be constantly reshuffled is better than using a grade book, since students quickly learn the order of their names, and blank out if they think they are not going to be called on. Also the teacher must be careful not to go through the entire roster before calling on anyone else, but rather must constantly call on people who have just recently been called on, in a random way, to keep them alert. The star students who always have their hands up can be called on, but only after two others who did not raise their hands have been called on and answered incorrectly.

G) Semester plan. Each teaching assistant, after reviewing the syllabus and the textbook, should draw up a plan for the whole semester (not necessarily day-by-day, but certainly week-by-week) which will show what is going to be taught when, and approximate dates of major tests. If a short quiz or dictation is going to be given every day, or every week, then that should be indicated. This semester plan should be first shown to the master instructor for his approval and then photocopied and given to the students. If one point takes longer to cover than anticipated, or is covered more quickly, the appropriate changes must be made and the students informed so they can note the changes on their copies. Students must be made to understand that they are responsible for the work stipulated in the plan, whether they are absent or not.

H) Daily Lesson Plans

All lesson plans should include time for:

1. Phonology - listening comprehension (descrimination of sounds) and pronunciation.
2. Grammar - listening, speaking, reading, writing (to go from structured → semi-structured → free.
3. Speaking - from highly structured, teacher guided conversation to free conversation depending upon level of class.
4. Reading - from highly structured, teacher guided reading to free reading - depending upon level of class.
5. Writing - from highly structured, teacher guided writing to free writing - depending upon level of class.

All the above skills should be incorporated in every lesson and should be coordinated throughout the lesson. The vocabulary and grammatical point being taught should be integrated throughout the different areas of the day's lesson.

Of course, the more advanced sections will require less and less structure.

The culture aspect must always be a part of the daily lesson as well. Teachers owe it to the students to be aware of the vast differences, in some cases, between American cultural patterns of thought and customs and those of other countries.

It is important not to prolong any one exercise or activity too long. Attention span should not be assumed to be longer than ten minutes, and therefore every ten minutes (except during a writing exercise) something must be done to "snap them back". The thing to be done may be almost anything, e.g. change from one activity to another, as from a pattern drill to a dictation. If the time is not right to change, then any simple thing like dropping the chalk, opening or closing a window, or telling a joke, will suffice.

I) Suggestions for teaching beginning composition.

1. Exercises - Use paragraphed material with out-of-order sequence. Instruct to:
    1. Place in order
    2. Find the main idea.

II. Give students certain idioms, grammar, structure, vocabulary, etc. to place in an essay.

III. When writing a beginning composition:

Select a group topic and discuss it orally. (THINK OUT LOUD)

Procedure:
1. Select a topic that all can relate to.
2. What do you want to say about it? (What do you want the reader to know about it?)
3. Write on board as much information and as many ideas as possible re the topic.
4. List as much vocabulary (on board) that might relate to the topic. Get this from the students.
5. Study the ideas (# 3) and put them in some kind of order.
6. Make a simple outline - on the board.
7. Proceed with composition - on board.

In the early stages of writing, repeat this process many times. Begin with (and stick to this for some time) one paragraph compositions. After each outline and composition is on the board, students should have perfect copies in their notebooks. This is a class effort. Later, there is time for individual compositions.

8. Skip lines in beginnning classes (to leave room for corrections).

J) Code for Correcting Errors in Compositions.

During the year a common code of error-correction should be developed for use through out the Rockland Community College E F L Program.

K) a-Use mistakes on students papers - extract from essays - compile a list, have xeroxed, and use as exercise for students.

b- Students should use Spiral notebook for compositions. Save opposite page for corrected copies (or corrections)

L) Not necessary to follow any strict order in presenting material except where structures or tenses have not been presented, common sense should guide the teachers and dictate proper sequence.

M) Field trips could be integrated with curriculum where possible, e.g. if the topic is "New York City" a trip around Manhattan on the Circle Line would be an appropriate field trip.

N) Repetition and drilling are essential and must be smartly paced and not prolonged. Arbaiza says to remember the military method of teaching: "tell 'em what you're going to tell 'em, then tell 'em, and then tell 'em what you told 'em." This sounds simplistic, but makes sense if one thinks about it, especially so with regard to the importance of never relying on a single presentation of material, no matter how brilliant the teacher may consider the presentation to have been.

O) Customs of the country. Throughout the entire program, the customs, mores, patterns of cultural thought of the U. S. must be stressed again and again and again, not as superior, but as different. Never demean another culture, but teach how the native (American) thinks.

P) Reading. The general progression should be from closely-guided reading of short complete selections toward freer reading of longer selections. Comprehension of what is read must be constantly tested by questions or abstract (precis) writing and in other ways. Reading aloud in class should be encouraged.

Q) General summary. Be sensitive, patient and kind.

B) Intermediate basic level

1) Quickly ascertain (using placements tests as diagnostic tools and by other means) whether all students are familiar with bulk of beginning-level work, and unfamiliar with work to be covered at this level. Any switching (either up or down) should be done as soon as possible. Some students may be deemed generally acceptable at this level but in need of special help with special points. Tutorial help can then be sought but tutors must be carefully instructed which points to emphasize.

2) Principal parts of all irregular verbs in Appendix A (students should know some already, but all should know all by semester's end).

3) Parts of speech: nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections, and how to identify them and find them in a sentence.

   Explain: some verbs can function as nouns without changing their forms.

   e.g. (to) look - the look (on his face)
   (to) plant - the plant (in the pot)

   Many words change their function in a sentence at various times.

4) During semester introduce all perfect tenses, but at beginning stress present perfect.

5) Continue comparatives and superlatives of adjectives, including multi-syllable adjectives (more/most intelligent) and irregular adjectives, (bad/worse/worst).

6) Adverbs. (lovely, lovlier, lovliest), including irregular adverbs (well, better, the best).

8) IMPERATIVE

Stand up! - Command

Please, open the door - Polite request

Don't go in there - Strong request

9) Future tenses with will/shall; explain declining use of shall in American English; explain contractions; explain future progressive (He will be eating).

10) Conditional with would; explain American English use of 'should' vis-a-vis British English (compare "must" and "ought to"), and 'would' in polite questions (would you like?) Explain "used to" in the past; "usually" in present or with "be " as in "I'm used to going to bed early" vs " I used to go to bed early". Explain "would - rather".

11) Can/could

12) May/might in various senses, i.e. "He may go" (permission) vs. "He can go" capability, but also probability/doubt "He may go, but I doubt it" or "He said he might go but he doubted it" and also true English subjunctive "Let come whatever may (come)".

13) To have to + simple form of verb. "John has to go to school". Explain that this may be used as habitual present or future. Also in past, All last year or Yesterday John had to go to school.

14) Review meaningless auxiliary verb "do/does" in interrogative and negative sentences, teach its use in past ("He didn't go") and emphasize that this meaningless auxiliary is not used if there is already an auxiliary verb in sentence (e.g. "Can he go?" "No, he can't go" not "Does he can go?"

15) Use of reflexive pronouns

16) Quantitative phrases followed by noun or pronoun (both of them, all (of) the men, some of the women, a few of the girls, etc.)

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17) Teach all irregular verbs in Appendix A, and review all function words in Appendix B.

18) Prepositions. Review and teach new prepositions (N.B. these are among the hardest words to learn in a foreign language, and usually the last).

19) For/since. E.G. I have been here for six months/since January

Contrast with " I lived there from January to June" (it is now July)/

20) Numbers to infinity and common fractions; discuss U.S. weights and measures.

21) Idiomatic uses of "get", such as "I've got to go now" and

to get a cold

to get angry

to get into a fight

to get smart

to get one's (goat)

to get over something

get in touch with

to get to be friends

to get someplace

to get someone (into trouble
(out of

to get over something

to get into, out of, off, on etc.

22) Summary of Connected Statements

First statement (Affirmative)	Second Statement (Affirmative)
I. Mary speaks Russian	and John does too
II. He can swim	and she can too

Negative	Negative
I. Mary doesn't speak Russian	and John doesn't either.
He can't swim	and she can't either.
II. Mary doesn't speak Russian	and neither does John.
He can't swim	and neither can she.

Affirmative	Negative
1. Mary speaks Russian	but John doesn't
He can swim	but she can't.

Negative	Affirmative
I. Mary doesn't speak Russian	but John does.
II. He can't swim	but she can.

23) Passive voice (subject acted upon, e.g. "The cake is/was gone" or with predicate agent "It was eaten by Matilda"). Transformation drill: "John likes Mary" = Mary is liked by John.

General English usage limits use of the passive voice to three occasions:

a) the performer of the action expressed by the verb is unimportant to the meaning (The war was ended in 1918);

b) emphasis on receiver of the action (The boy was bitten by a dog); and

c) makes a statement seem impersonal (Spanish is spoken here).

24) Clauses and phrases: What are they? How are they used. Define independent clauses. Whatever the terminology used in the textbook, the following types of dependent clauses should be covered:

1) Adjective: Mary knows the girl [whom I plan to marry].

2) Adverbial: He went [because he wanted to go] .

3) If: If he goes/went, [I won't/wouldn't go] . Also, I wish that he were here.

4) Noun: She doubted [that I would marry her] .

25) Tag endings. Some textbooks stress these (John is a carpenter, isn't he?) but it is recommended that students be advised to make minimal use of this sort of thing until they are thoroughly versed in English; they do however have and understand the usage, since tags are frequently used and there are often expected responses.

26) Know the difference

Say / tell

Do / make

Talk / Speak

Lie - Lay - Raise-rise Sit-set

27) Yet/Still/ever

Have you been to her house yet?

Have you ever been to her house?

Is he still at her house?

28) Present perfect progressive tense

(John has been eating for half an hour).

29) Use of Infinitive, gerund, and participles

a) e.g. The infinitive as a noun equivalent or a modifier.

e.g. I like to swim

He gave me a book to read.

He worked hard to get ahead.

b) e.g. The gerund is a noun equivalent

Eating vegetables is important.

I love swimming.

c) The participle is a modifier. (Both present and past forms)

We watched an interesting movie.

The pleased customer returned to the restaurant the next day.

Do you mind +
Would you mind + gerund (sitting down.)

C) Advanced basic level

1) Quickly ascertain that all students are familiar with most of beginning and intermediate basic course work and unfamiliar with work to be covered at this level. Any switching (either up or down) should be done as soon as possible. Tutorial help can be provided for students who need special help on certain points that the majority of the students already know, but must be closely supervised.

2) Tests. Since some of the students at this level may be considered, after completing this course, to be eligible to go directly to the Freshman Composition course rather than to the bridge course, all or some of this class should be prepared to take whatever tests are recommended by the English Department. At present these tests are the Nelson-Denny standardized test and the in-house English Placement Examination (EPE). Since these tests may be changed, both the master instructor and the teaching assistant should be in contact with the English Department, both as regards tests as well as the content of the intensive Freshman Composition courses to which some of these students may transfer. It is anticipated that most of these students will ge either to our bridge course or the Freshman Composition course, but not that most of them will be coming from our basic beginning and intermediate sequences; many may come directly into this section from other schools in other countries (or this country) where other syllabi are in use, or where other forms of English are stressed (particularly British English). It therefore follows that the

3) Prime Objective of this course will be to review the work set forth in the first two levels of the basic course to make sure that the students grasp it thoroughly and manipulate the syntax and tenses with ease, as well as the basic vocabulary list provided by the textbook or selected by Rockland Community College. This basic vocabulary should contain at least 2000 words in

addition to Appendices A and B, and in addition to inflected or derived words or words with common prefixes (unkind) or suffixes (kindly). However, where a significant change in meaning occurs (as in the "port" words), they should be considered separate lexical items (e.g. import, export, transport, report, etc.). Students who have shown mastery of the lower two levels should have been moved directly to the bridge course, or should be, if wrongly assigned to this course, which is essentially review. However, the review should be in a new context, with new situations, different sentences, etc.. Above and beyond simple review, the following items should be stressed:

4) Two-word verbs. Examples: to take in, out, over, around etc., to turn in, on, out, off, over, around etc..
5) Punctuation, especially in quotation, and capitalization.
6) Reported speech, direct and indirect e.g. Joseph said, "I'm going to the early show." vs. Joseph said (that) he is/was going to the early show. (Depending on whether the speaker knows that he went or not). The teachers must explain that the relative pronoun, THAT, can be and often is omitted.
7) "ALL" vs. "the whole", e.g. "all the ink", "the whole bottle of ink"
8) Common prefixes, suffixes, and roots.
9) Tense sequence.
10) Sentences: what constitutes a complete sentence, the proper use of punctuation, the difference between a sentence, a phrase, and a clause, etc.
11) The forming of sentences into paragraphs: how it is done, how to decide which sentence belongs in one paragraph, which in another, etc.
12) The use of outlines in planning a composition.
13) Listening comprehension: this can be taught by dictation, and by lectures (either by the teaching assistant, the master instructor or a guest lecturer). The use of lectures should encourage the taking of notes, and students should

be obliged to hand in a resume in English of what they have heard. These resumes should be written in class, preferably immediately after the lecture, and the students graded. They should subsequently be provided with a resume written by the teaching assistant or guest lecturer himself, and the student made to see what important points he missed. Bilingual dictionaries may be used, and students may take notes in their own languages.

14) Reading comprehension: There are many techniques to teach this skill, including having the students answer questions (in writing, orally, or by multiple choice) about something they have read. Another technique is to have the student write a precis of what he has read (e.g. a 50-word abstract containing the important ideas in a 300-word article). Again, the student should be shown what he missed, and where he was repetitious. A good source of articles is the N. Y. Times. A precis should be written in class and the use of bilingual dictionaries should be allowed. Students should be taught to identify the main idea of a paragraph or a story without excessive details.

15) Speaking ability. Students should be constantly called on to answer questions orally about things they have heard in class, and they should be required to give oral reports, either to the class or alone to the teaching assistant (while the master instructor covers the class) if that is too embarassing. If time and personnel can be provided, students can be asked to read something into a live microphone, while alone with a teacher or tutor, who constantly corrects pronunciation and emphasis, followed by an immediate playback so that the student hears his own errors, the teacher's corrections, and then his own voice saying it correctly. Sessions of this type should not exceed 20 or 30 minutes.

Close liaison should be maintained with any speech instructors with whom the students may concurrently be studying.

D) The "bridge" course.

This course, which meets only twice a week for a total of eight hours, is designed to be a bridge between the EFL course per se (described in A, B, and C above) and the intensive Freshman Composition course. It is believed that the majority of the students in this course will come from among the better students of the basic intermediate class or from those students of the basic advanced course who are deemed still not to be ready for the intensive Freshman Composition course. In either case it must be taught in such a way as to prepare them for the Freshman Composition course, and thus close liaison with the English Department is essential, both regarding the Freshman Composition and any speech course the students may be taking concurrently with this bridge course.

To a certain extent, this bridge course is a higher level continuation of the advanced basic course. Consultation with the English Department indicated that to enter the intensive Freshman Composition course with any chance of succeeding, the EFL student must be able to write an essay on a central idea or theme which he must be able to develop in a structured way, avoiding ambiguity and repetition, using complete sentences and the patterns of standard English usage. Once in the intensive Freshman Composition course he will be taught patterns of development, style, transition, logic, and be given a general grammar review, especially as regards consistency of person and tense.

It has been suggested by the English Department that the EFL teachers prepare individual 3 x 5 cards on students who are awarded a grade of "P" containing any special notations regarding the particular student (especially weaknesses) and that these cards be given to the Freshman Composition instructor to whom the student is eventually assigned.

Another suggestion is that errors be extracted (anonymously) from students' papers and be used in this (and future) classes as teaching tools. Eventually a textbook might write itself.

Many experts in the field strongly urge the teaching of the writing of outlines as a discrete but related art, and that students be encouraged or required to do so before writing any paper. One way to teach outline-writing is to provide a well-written sample and have the student write the outline he believes the author must have had in mind; this goes hand-in-glove with precis writing (see C above). In either case the student can be graded on the points he has missed. In teaching outline writing care must, however, be exercised to prevent the outline from becoming the composition. Skeletons are useful but they need flesh! Too much emphasis on outlines may drown sparks of elegance, style and individuality that the student may have.

In essence, then, the content of the bridge course must be determined by the nature of the intensive Freshman Composition course being taught, as must to a lesser degree that of the advanced basic EFL course described in C above. This makes constant contact between the concerned EFL people and the people of the English department absolutely essential; this should be done on a systematic basis.

CONSTANT STRESS SHOULD BE PLACED ON THE FOLLOWING:

1. Writing a summary or precis.
2. Notetaking - during class lectures.
3. Outlining compositions before writing.
4. Outlining a piece of written material.
5. What goes into a book/article report.
6. Introduction to footnotes and bibliography.
7. Learning to utilize the library resources.
   (not just once over lightly)

OBJECTIVES

APPENDIX A

Some selected "strong", anomalous or irregular English verbs to be learned in beginning and intermediate basic course:

INFINITIVE	PAST INDICATIVE	PAST PARTICIPLE
awake	awoke	awoke, awaken
be (am, is are)	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
beseech	besought	besought
bid	bid, bade	bid, bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
build	built	built
burn	burnt, burned	burnt, burned
burst	burst	burst
buy	bought	bought
can	could	-
cast	cast	cast

catch	caught	caught
choose	chose	chosen
cling	clung	clung
clothe	clothed, clad	clothed, clad
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
do (does)	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbad	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven

freeze	froze	frozen
get	got	got, gotten
give	gave	given
go (goes)	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
have (has)	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit, lighted	lit, lighted
lose	lost	lost
make	made	made
may	might	-
mean	meant	meant

Appendix A cont'd

meet	met	met
mow	mowed	mown
must	(had to)	(- had to)
pay	paid	paid
put	put	put
quit	quit, guitted	quit, quitted
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shall	should	-
shed	shed	shed
shine	shone	shone
shoe	shod	shod
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat

slay	slew	slain
sleep	slept	slept
slide	slid	slid
sling	slung	slung
slink	slank, slunk	slunk
slit	slit	slit
speak	spoke	spoken
spend	spent	spent
spin	spun	spun
spit	spat	spat
split	split	split
spread	spread	spread
spring	sprang	sprung
stand (up)	stood (up)	stood (up)
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung
stride	strode	strided
strike	struck	struck (adj. stricken)
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swim	swam	swum
take	took	taken
teach	taught	taught
tear	tore	torn

tell	told	told
think	thought	thought
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
wake (up)	woke (up)	woke (up), woken (up)
wear	wore	worn
weave	wove	woven
weep	wept	wept
will	would	-
win	won	won
wind	wound	wound
wring	wrung	wrung
write	wrote	written

OBJECTIVES

APPENDIX B

Some selected so-called "function words" or words that are used as markers of syntactic relationships, pronouns and prepositions. These words should be taught during both the beginning and intermediate levels.

a
about
above
across
after
against
ago
all
almost
along
already
also
although
among
an
and
any (way) (where)
around
as
at
back (wards)
because
before
behind
below
beneath
beside
between
beyond
both
but
by
down
during
either (or)
else
even
ever
every
except
few
for
from
hardly
here
how (ever)
if
in (side) (deed)
instead
into
just
lest
lot (s) (of)
meanwhile
near
neither (nor)
never (theless)
no
nor
not
now
of
off
on
only
onto
or
other
out (side)

over
per
quite
rather
really
several
since
so
such
than
that
the
then
there (fore)
these
this
those
though (out)
through
thus
till
to
too
toward
under
unless
until

unto
up
upon
very
what
when (ever)
Where (ever)
whether
which
while
who
why
will
within
without
yet

PRONOUNS (with declensions)

I (my/mine, me, myself
you
he
she
it
we
they
anyone (body) (thing)
each (one)

nobody (one) (thing)
or none
some (body) (thing)
(one) (time)
whatever
whichever
whoever

METHODS AND TECHNIQUES

Appendix A

GLOSSARY OF TERMS FOR E F L Teachers.

1. Allophone - A variation on a phoneme (see # 10).

   This different sound, however, does not change the meaning of a word. e.g. Regional differences in pronunciation.

2. Function Words - Words that establish relationships between units e.g. prepositions (have no intrinsic meaning) see Appendix B. of Objectives.

3. Grammar - Includes both morphology (# 8) and syntax (#14)

4. Grapheme - Written representation of phonemes (#10)

5. Kinesics - Having to do with non-verbal language e.g. body language.

6. Minimal Pairs - Pairs of minimally different words - those words having all but one sound the same. e.g.

   pit think freight bit

   pot sink late bat

   These are traditionally used in aural discrimination and pronunciation exercises.

7. Morpheme - A unit of meaning. There are two kinds of morphemes:

   m
   1. Free-dom (a free unit of meaning by itself)
   (it need not be attached to anything)

   2. Bound - /S/ a suffix that cannot stand alone e.g. dog/s

   Other examples of morphemes are:

plural ending	/s/
past tense ending	/ed/
gerund ending	/ing/
adverb ending	/ly/ etc.

   Morphemes can change the word class (e.g. from verb to adverb)

8. Morphology - Having to do with word structure.

9. Phone - any sound the human apparatus can make.

10. Phoneme - The smallest unit of meaningful sound e.g. /o/ /i/ as in pot vs pit.

    The phonemes /o/ and /i/ change the meaning of the word.

System of Phonetic Symbols (IPA)

/ɪ/ - see
/i/ - sit
/e/ - rate
/ɛ/ - pet
/a/ - fat
/a/ - father
/ʊ/ - put, foot
/ə/ - above
/ɚ/ - sister, father
/o/ - boat
/ɔ/ - saw, bought
/u/ - boot
/ʌ/ - but
/ɝ/ - girl, earn
/aɪ/ - nice (diphthong)
/eɪ/ - bait (")
/au/ - out (")
/ɔɪ/ - boy (")
/ɪju/ - beauty (")

voiceless consonants

/p/ /t/ /k/ /f/ /s/ /tʃ/ /h/ /hw/
/ʃ/ /θ/

all the rest are voiced as well as all vowel sounds

/b/ - boy
/k/ - cut
/d/ - dog
/f/ - fit
/g/ - give
/h/ - hot
/dʒ/ - july
/l/ - lift
/m/ - my
/n/ - nice
/p/ - pit
/r/ - rat
/s/ - sat
/t/ - tough
/j/ - you
/v/ - vote
/w/ - wart
/z/ - zero
/ʒ/ - treasure
/ʃ/ - shed
/ŋ/ - ring
/θ/ - think
/ð/ - these
/hu/ - white
/tʃ/ - reach, charge

11. Phonology - sound structure of the language.

12. Suprasegmentals - Intonation, stress, juncture (slight pauses) etc., of the language. e.g. wrong stress can cause breakdown in communication. Fred, "the cat is dead." vs. Fred, the cat, is dead.

13. Simple form of the verb - the infinitive without to. e.g. eat, laugh.

14. Syntax - Order in which words units are put together in a sentence.

15. Target language - The new language that is being taught.

16. Voiced sounds - Sounds that are produced by forcing air through the vocal cords to cause a vibration. e.g. all vowels are voiced-plus many consonants.

17. Voiceless sounds - Sounds that are produced without vibrating the vocal cords. e.g. /s/ /k/

TO: Dean Fey
Dean Gwynne
Prof. Berry
Dr. Martin

FROM: N. D. Arbaiza

RE: E S L Program 1978/79 and Beyond

Date: June 15, 1978

When I accepted the job of Coordinator of the ESL program in September 1977, it was agreed that, in addition to day-to-day overseeing of the existing program, my prime responsibility would be to produce two reports by the end of the 1977/78 academic year, first a description of the existing program, and second a list of recommendations for the future. The first report was sent to you under date of April 24th last, and copies were given to all ESL personnel. This is the second part in the preparation of this report. I have used my own ideas and resources, the suggestions of the master instructors and of other Rockland Community College teaching staff, and the services of outside consultants.

My recommendations are as follows:

(A) The position of overall coordinator. At present, I occupy this position, and my competence to do so is described in the Appendix. Over the past few years, different people with varying degrees of authority and differing duties and titles have occupied this position, and my first specific recommendation is that one person be named for at least the next three academic years, and that his duties be clearly delineated. Among desiderata to be considered in seeking an overall coordinator should be experience teaching foreign languages, including

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teaching the language of the country to foreigners (as English to foreigners in the U.S.A. or Spanish to foreigners in Peru or Swedish to foreigners in Sweden). This is in a way a different art from teaching a foreign language while the student is still in his homeland. Our E S L program requires competence in both arts, since some of our students are truly foreigners while others (Hispanics in Haverstraw, Haitians in Spring Valley), actually are living in what amount to extensions of their homelands. The overall coordinator should also keep himself up to date regarding new methods of teaching English as a foreign language, but without wedding one method to the exclusion others; that is to say, he should try to use the best features of all the various methods. And he should not confine himself to "new" methods being used in the U.S.A. but also study what is being done in other countries that have had influxes of foreigners (i.e. Sweden, West Germany). He should speak university-level American English with native fluency, while at the same time, by experience and/or training be aware of and sensitive to all the nuances of culture shock.

The duties of the overall coordinator should be the following in order of importance:

I. Devise and put into use a detailed syllabus for each level and/or track of ESL taught at Rockland Community College; the lack of such is at present our main weakness. Once such syllabi are in place, choice of textbooks, tests, methods, etc. can be made. Naturally, these syllabi must not be regarded as immutable, but rather must be constantly examined in operation and modified as required.

II. Strive constantly to improve lateral communication among and between himself, the master instructors, and the teaching assistants and other individuals and groups associated with the ESL program, including but not limited to Dr. Martin's Special Services Project, the English Department, the Center for International Students, the Social Sciences Department and other departments in which ESL students take courses, Admissions, Financial Aid, etc. The lack of lateral communication is our second most serious fault at present. Let me give a few examples of the kind of thing I have in mind:

a) If ESL and remedial Spanish are being taught to the same group of students at the same time, the courses should be coordinated so that the concept of complete sentences could be taught in both courses at the same time.

b) Grant-furnished counsellors and ESL teaching assistants dealing with the same students should work closely together, to prevent overlapping, duplication and, worst of all, contradiction. This is also particularly true as regards the relationship between the ESL program and the Center for International Students.

c) Within the restrictions of their respective syllabi, speech and sociology instructors could coordinate course content with the ESL teaching assistants.

III. Visits to the various campuses. During the first semester that I acted as overall supervisor, I did visit the campuses, but during the second semester I did not. In the future I feel that the overall coordinator should visit each campus at least twice a semester, on a day that the master instructor is meeting with his teaching assistants. The overall coordinator should sit in on the teachers' meeting and also visit classes.

IV. The practice of weekly meetings of the overall coordinator with the master instructors should be continued, and these meetings might also include Professors Berry and Martin, and others from time to time. These meetings might be reinforced by arranging for the master instructors to spend time on each others' campuses.

V. The problem of line authority should be met head on, and the overall coordinator should seek a meeting with the appropriate deans and Professors Berry and Martin, and the master instructors, to clearly delineate the duties of all. It is my suggestion that recommendations dealing with the hiring, retention, and promotion of master instructors originate with the overall supervisor and that all book orders be approved by him. Recommendations dealing with hiring or retention of teaching assistants should originate with the master instructors but require approval of the overall coordinator.

VI. An evaluation of the current master instructor/teaching assistant arrangement should be undertaken during the 1978/79 academic year, with or without the benefit of outside consultants, to determine its economic and professional advantages and disadvantages. This should include an analysis of past turnover of personnel to determine to what extent we have become a training institution, and consideration of alternatives. (See also C and J below).

VII. Outside consultants should be sought, possibly in Spring 1979, certainly during 1979/80. If the same consultants we have already used are recalled, we should also have new ones come in; excessive dependence on one particular consultant should be avoided, lest he in effect become the overall coordinator.

VIII. The overall coordinator should plan in-house training courses, preferably before the beginning of each semester, attendance at which would, to the extent possible, be made a condition of employment for master instructors and teaching assistants alike. This assumes the availability of funds to pay them and any outside lecturers that might be invited.

IX. He should study existing standardized tests, or devise in-house instruments, to provide control, insure compliance with the syllabus, and meet the requirements of the English Department and the Special Projects Grant.

X. He should, in conjunction with the Center for International Students, student personnel people, clubs, etc. study ways of bringing U.S. and ESL students together, formally or informally, for their mutual benefit.

XI. He should explore the availability of tutors for ESL students, or the use of the latter as tutors.

B) The position of master instructor. My recommendations are as follows:

1. He shall have the same or similar qualifications as the overall coordinator, in addition to having fair competence in the language spoken by an overwhelming majority of his students (i.e. Spanish in Haverstraw).

II. He shall meet with all his teaching assistants together at least once a week, before or after regular class time. These meetings should last at least an hour, and attendance on the part of the teaching assistants must be a condition of employment (see also A III above).

III. He shall visit the classroom of each teaching assistant on an unscheduled basis at least once a week, and on that same day give the particular teaching assistant a verbal critique. Written record of these critiques should be kept and copies furnished both to the overall coordinator and to the teaching assistant at the end of each semester, together with a list of tardinesses and absences, and a recommendation to retain or not.

IV. He shall insure that each teaching assistant is provided with a copy of the relevant syllabus, and that he moves expeditiously to cover the required material, and gives the required tests.

V. He shall make sure that no language other than English is used in the classroom, except possibly in the beginning or non-academic tracks (if such come into existence) in a situation where all the students share a common language, and then only briefly and preferably only at the beginning of the class, and then only to explain a point of grammar. If the teaching assistant does not speak the students' common language he can request the master instructor to make appropriate arrangements.

VI. He shall recommend textbooks for the approval of the overall coordinator, after consideration of the pertinent syllabi, and after hearing the recommendations of his teaching assistants.

VII. He shall assign a grade to each student, which may or may not coincide with the grade recommended by the teaching assistant.

VIII. He shall work in close cooperation with the teaching assistants, the financial-aid and grant-supplied counselors, but he shall be ultimately responsible for the academic advisement of each of his ESL students. The Center for International Students should be completely separated from responsibility for academic advisement. The lines of communication and authority between the campus director (as in Spring Valley) and the ESL master instructor (as regards academic advisement of ESL students) should be clarified by the appropriate dean, and it is my recommendation that the responsibility be left with the master instructor.

IX. He shall share in the planning of, and generally oversee, such activities as field trips, visits to the Media Center, etc.

X. In the case of absence on the part of teaching assistants, whether expected or not, he should have a list of possible substitutes, and if unable to get one, make the decision whether to dismiss the class or cover it himself, or whatever.

XI. He should tend to encourage "mixers" or informal meetings of U.S. students with the ESL students, but care must be exercised that not too much class time is lost, that the syllabus is adhered to, and that the students do not teach each other errors. Under this rubric would also fall the use of tutors. (see A X,XI above)

XII. Recruitment (particularly on the satellite campuses) should be part of his function, as well as close work with local communities. For the time being ESL in Nyack and Spring Valley should be seen as single campus.

C) Paraprofessional personnel. There are two catagories: teaching assistants and counsellors. The former are supervised by the master teachers, the latter by Ms. Caruso. There should be close cooperation between them all. The duties of the teaching assistants are implicit in the foregoing, but the exact duties of the counsellors should be clarified, and meetings are being set up to do that (see A-II-b above).

The whole matter of the professional and economic propriety of using paraprofessional in what, when all is said and done, are really teaching positions, is open to question (see A-VI above and J below).

A last consideration under this rubric is the qualification of these paraprofessional teaching assistants, which at present stipulates only high-school graduation. I think this should be up-graded to at least 60 college credits and some training (either in-house or outside) in the techniques of teaching in general, foreign language (especially English as a foreign language) in particular. At the moment we can still recruit at the $4.00 rate with these new qualifications, but for how long (and how long they'll stay) is anybody's guess.

D) Tracking. It has been suggested that two or three separate tracks of ESL instruction be initiated. It is my recommendation that for the moment a syllabus be developed to cover the classes being taught on Main Campus Day (i.e. EF 060, beginning, intermediate and advanced, and EF 061) and that, that syllabus be used in all satellites for EF 061, and adapted as the year goes on, for the EF 063 classes in the satellites to compensate for the time differential (Main Campus Day EF 060 students get 20 hours of instruction, while evening EF 063 students get only 12; all EF 061 students, Main or satellite, day or evening, get 8). The eventual solution may be to add another level or two in the satellites for the EF 063.

This does not, however, allow for distinguishing for the college-bound or academic student and the non-college-bound student who may only need or be capable of absorbing some limited knowledge of English. This problem is particularly apparent in Haverstraw, where a not inconsiderable percentage of the student population has had only a few years of formal schooling in any language, and is illiterate in both English and Spanish. It is anticipated that within a few years a similar population of Creole (as opposed to French) speaking Haitians will reach us. What to do with and how best to serve, these two discrete populations, requires exhaustive study. While the study goes forward during 1978/79, it is my recommendation that in Haverstraw an experimental group be formed of Spanish-speaking students who are illiterate or nearly so in both English and Spanish, and that they be team-taught by two teaching assistants, one giving them the concepts of letters, words, etc. in English, the other in Spanish. Depending on the rapidity with which they picked up literacy, they could be placed in the regular ESL track or retained on the other track if such is ultimately authorized.

An alternate plan would be simply to teach English, and abandon Spanish, or let them take remedial Spanish once they had made progress toward literacy in English.

Either one of the plans above would involve a basic, below-beginning level at Haverstraw, where the basic concept being taught would be the letter as the picture of a sound. Class size should be limited to twelve. We could use the EF 059 number.

The question of whether Rockland Community College should be involved with this population at all is not mine to answer; administrative decision is called for. If such decision is affirmative and available quickly we could try for something, possibly by September 1978, certainly by February 1979.

E) Grading. My interpretation of the grading system is as follows:

Grade	Significance
P	Finished with ESL
HG	Place or retain in EF 061
HA	Place or retain in advanced section of EF 060 or EF 063
HB	Place or retain in intermediate section of EF 060 or EF 063
HC	Place or retain in beginning section of EF 060 or EF 063
HX	Counsel alternative to R.C.C. (student on financial aid may reregister once)

I recommend retention of this system with the possible addition of an "HD" grade if the below-beginning class suggested above is implemented, and mean "place or retain in EF 059".

F) Nomenclature and numbering.

I would like to see the use of the term ESL (English as a Second Language) abandoned, primarily because many of our students speak two other languages and are learning English as a third or even fourth language. More proper would be EFL (English as a Foreign Language).

Also, our number system is strange, to say the least. Our least-advanced course should have the lowest number, our highest course should bear the highest number.

I suggest the following:

Present designation	Proposed designation	Number of hours per 15-week semester
EF 059	EF 059	Variable: (tailor made courses)
EF 063	EF 060	12 (3 or 4 levels)
EF 060	EF 063	20 (3 levels)
EF 061	EF 071	8 (bridge to EN 101)

G) Special courses. We should stand ready to offer special courses to meet special needs (i.e. ESL for Spanish-speaking employees of a company), on or off campus, at odd times or on weekends.

H) Entrance/exit cassette. We have proposed making a cassette recording of each student's voice on an individual cassette at the beginning and end of each semester, to be retained in his file. The purchase order for the cassettes has not been processed.

I) Scholarships and Prizes. I would like to find some money to award some scholarships or cash prizes to the best ESL students from each campus. Companies employing many foreigners might be willing to offer some, or possibly the Rockland Community College Association. These could be given out at the honors convocation.

J) Released time. If the overall coordinator and master instructor are to function as outlined in A and B above, it is difficult to see how they can do so on less than a full-time basis. If we can assume a total of 120 FTE students, then four full-time staff plus 9,000 paraprofessional hours per year at $4. the hour (roughly the cost equivalent of two full-time professionals) would yield a 20 to 1 ratio. The hidden benefit would be the possibility of increased growth without major cost increase (we would only have to add teaching assistants at $4. the hour). The propriety of this (see al A -VI and C above) is not mine to judge.

An alternative plan would be to eliminate the position of master instructor and make the teaching assistant positions tenure-line lecturers and require at least a baccalaureate degree with a major in ESL, or a baccalaureate degree in anything with at least 18 additional credits in ESL. Existing master instructors could be used as teachers without loss of rank or tenure, albeit at some additional cost. The position of overall coordinator would still probably have to exist, or be assumed by the foreign language chairman. This alternative implies (still using the assumed 120 FTE students) a minimum of ten full-time lecturers or higher ranked personnel, which would drastically alter the student-teacher ratio.

K) Credit. The granting of credit for ESL courses would almost certainly serve to increase enrollment, but it might affect the legality of using "paraprofessional" personnel as we do at present. It might also be argued that English is the language of the country, and the foreigners who wish for any reason to attend a U.S. university must know English as a natural prerequisite for doing so. It might be counter-argued that, if U. S. students can and do get credit here for studying French or German, and our ESL students would get credit if they studied English in universities in their homelands, then they should get credit here. Some CUNY units do give credit for ESL, but they use tenure-line or ranked adjunct faculty, and the transferability of such credits is apparently not a certainty even within CUNY.

One possibility I would like to mention is that of giving what I might call "plus sixty" credit, similar to the freshman seminar and physical education requirements. Specifically, any student who was judged by Admissions or by the English Department or whoever makes these determinations (see below) to be an ESL student would be required in order to get an R.C.C. degree, to take 60 credits plus 1 (freshman seminar), plus 3 (physical education) plus 6 (E S L). He would be awarded the 6 E S L credits when he got a grade of "P" regardless of how long or short a time it took him). This would leave all other Rockland Community College requirements in place, but would not solve the problem of the legality of using paraprofessional personnel to teach credit courses.

L) Placement in E S L. I recommend a general, college-wide policy of establishing definite procedures for placing a student in ESL or College Skills rather than on the regular track. It should be specifically stated who is responsible for these decisions and what criteria are used in making them. It ought also be firmly stated that a "P" grade by an ESL master instructor takes the student out of the ESL program without any further consultation with anyone.

M) A place in Haverstraw. If we are to succeed in maintaining a satellite center in Haverstraw, we should have a place of our own as we do in Nyack and Spring Valley. Our present quarters in the Middle School in the village of Haverstraw are convenient for members of the

Hispanic community who reside in the village but only for them. There is and will continue to be some friction with the public school system since we compete with their adult education ESL, high-school equivalency, bilingual and other programs. I have suggested we investigate the possibility of renting space from HEM, and in the local media I have heard of negotiations that might lead to our renting the Railroad Avenue school in West Haverstraw. This latter possibility, if realized, might at first cause a drop-off of enrollment of Hispanic residents of the village of Haverstraw, but that would probably pick up again after the first year. On the other hand, we would be able to serve the English-speaking citizens of the North Rockland area, as well as Hispanics who have made it into the middle class and moved out of the village of Haverstraw proper. Pending the 1980 census, it is my impression that Hispanics from the village who reach the middle class tend to move to West Haverstraw or Garnerville, acquire automobiles, and could easily get to the Railroad Avenue school. If we *do* rent it, we should contact the local bus line, which now stops running at 6p.m. or so, and encourage them to put on an evening service to bring Hispanic and other villagers to the Railroad Avenue school.

But my prime recommendation is that we get a place of our own, and soon. This is especially true for several reasons. First, if some proposal to legalize the status of aliens who are currently illegally in the country is approved by Congress, and they become eligible for financial aid, then our clientele will increase dramatically. Also, there is a whole array of skills we could be teaching Hispanics if we had a place of our own, as for instance typing, bilingual stenography, office skills, travel agency work, hairdressing, small-business management, business in general, etc.

N) Computerization. Computer time should be devoted to campus-by-campus analysis of results of exit and entrance tests conducted during 1977/78.

NDA:pbd

APPENDIX

Competence of Incumbent Overall E S L Coordinator

(Dr. Norman D. Arbaiza)

Although his doctorate is in comparative literature, he has ten years actual experience teaching English as a foreign language at all levels, using all methods, in Peru, plus some teaching and supervision of ESL in the early years here at Rockland Community College, plus 15 or more years teaching Spanish, as a foreign language, both here and in Peru. He has also travelled extensively (as regional sales manager) throughout all of Latin America (including Haiti and Brazil) and West Germany, Austria, German-speaking Switzerland and Denmark. Altogether he has lived abroad for 17 years, was himself a foreign student in Peru, and later was foreign student coordinator at a Peruvian university (San Marcos). He has observed and experienced every variety of culture shock. He is fluent in both English and Spanish, as well as spoken German (his written German is shaky). He can read most Romance languages.

PROPOSED SEMINAR

August 1978

Dates: August 28 - September 1, 1978

Times: 8:30 A. M. - Noon

Moderator: The person designated as overall coordinator of the E F L Program

Discussion leaders of various segments are indicated.

DAY	TIME	TOPIC	DISCUSSION LEADER
Monday	8:30 - 9:00	Welcome	H. Berry
	9:00 - 9:50	Procedures	Moderator
	10:15 - Noon	Methods and Techniques	Arbaiza

Reading for Tuesday: "Procedures" and "Methods and Techniques".

Tuesday	8:30 - 9:30	Review of previous day's work	Moderator
	9:40 -10:50	"Objectives"	Siegelbaum
	11:00 - Noon	Discussion of "Objectives"	Siegelbaum

Reading for Wednesday "Objectives"

Prepare to discuss your classroom activities

BEST COPY AVAILABLE

Wednesday	8:30 - 9:00	Review of previous Two days	Moderator
	9:40 - 10:30	New chicken test	Siegelbaum
	10:40 - Noon	General discussion on classroom activities (all participate)	Moderator

Reading for Thursday - New chicken test.

SEMINAR

DAY	TIME	TOPIC	DISCUSSION LEADER
Thursday	8:30 - 9:00	Review of previous days work	Moderator
	9:10 - 9:25	Sample lesson	Arbaiza
	9:25 - 9:40	Critique	Moderator
	9:50 - 10:15	Sample lesson	O'Brien
	10:15 - 10:30	Critique	Friscino
	10:40 - 10:55	Sample lesson	Friscino
	10:55 - 11:10	Critique	O'Brien
	11:10 - Noon	General Critique	Siegelbaum

Reading for Friday: Distributed lesson plans.

Prepare for general discussion, including culture and sensitivity

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DAY	TIME	TOPIC	DISCUSSION LEADER
Friday	8:30 - 10:15	General Discussion (including sensitivity and culture)	Moderator and Siegelbaum
	10:30 - Noon	Wrap-up	Berry

7/78

APPENDIX I

'WHAT IS FRESHMAN SEMINAR (PS 100)?'

In August 1977, Rockland Community College was awarded a grant from the Federal government to develop special courses and provide extra counseling and tutoring for students in the College Skills Center. This course is part of that funding. Your seminar is called 'How to Cope: Vocational Choice'. It will try to help you make some decisions about what job or career you'd like someday. In doing this we will be asking you to learn about yourself and sometimes share what you learn with others in the group. This can be scary but we hope you'll all try because you'll pick up more information this way.

We'll also ask you to talk with professionals in your area. This will take planning and confidence and, in return, prove very useful.

Now, the technicalities are that this course carries 1 course credit and your grade depends on attendance and participation. You can take 1 absence; after that you'll have to check with me.

WHAT IS FRESHMAN SEMINAR?

In August, 1977 Rockland Community College was awarded a grant from the Federal government to develop special courses and provide extra counseling and tutoring for students in the College Skills Center. This part of your program is a result of that funding. Your seminar is called 'How to Cope'. It will focus on the typical problems of college students. It will try to help you find ways to solve these problems. We know that each of you has already solved many problems just getting yourselves here - most of you have jobs, so you have to schedule school and job and maybe a family too. You've gotten admitted and registered and tested. So you come with a lot of strength and, we hope, determination. But a semester is a long 16 weeks. During that time difficulties may come up and when they do we'll help one another learn to solve them. So by January, we'll be a little better informed and a little more practiced in 'How to Cope'.

This course carries 1 course credit and your grade depends on attendance and participation. You can take 1 absence; after that you'll have to check with me.

ROCKLAND COMMUNITY COLLEGE

SUFFERN, NEW YORK

10901

CONTRACT FOR FRESHMAN SEMINAR (PS 100)

This agreement is between ROCKLAND COMMUNITY COLLEGE, SUFFERN, NEW YORK,

____, Counselor,
(name)

and ____, Student.
(name) (address)

IN ORDER TO EARN 1 CREDIT THE STUDENT AGREES TO:

1. attend scheduled meetings of PS 100. One unexcused absence is permitted; Additional absences must be arranged with the Instructor.
2. arrive for the sessions on time and stay until the end of the period.
3. participate in the exercises, tests etc. planned by the Counselor.
4. (student's personal goal)

____
STUDENT

____
COUNSELOR

____
DATE

COLLEGE SKILLS CENTER

FALL 1978

OBJECTIVES FOR COUNSELING

Given the special problems of this particular population the objectives of the counseling component of the program must both reinforce and supplement those of the program as a whole. With the entire CSC staff, we will work toward helping the student

1. develop a sense of self-worth and self-esteem
2. recognize and develop an appreciation for his/her own uniqueness
3. break his/her cycle of failure by experiencing and accumulating successes in C.S.

As you know, for the first time the students will be homogeneously grouped by reading scores. It has been our experience that students who have low reading scores (LR) often have other problems and characteristics in common, not shared with students with high reading scores (HR). Listed below are the objectives for L.R. students, H.R. students and for both groups.

FOR BOTH GROUPS OUR OBJECTIVES ARE:

1. to provide support and encouragement during his/her period of self-exploration and behavioral change.
2. to help the student gain an understanding of the principles and problem solving as they pertain to his/her circumstances.
3. to work with the student in setting realistic goals for each semester.

FOR THE STUDENTS IDENTIFIED AS L.R.:

1. while "support and encouragement during this period of self exploration and behavioral change" is a key ingredient for all CSC students, its importance to these students cannot be overemphasized. The consequences of reading well below grade level can and do interfere with appropriate ego development. Some evident common problems are low self-esteem, hostility, resistance to or over-dependence on authority figures and anxiety in the face of a new academic challenge. Consequently, our objective is to give appropriate support so that students may relax their defensive positions in favor of new activity and growth.

2. often, too, these students have complicated life problems. Our objective is to help them achieve greater mastery of life-skills so as to allow coping with the many life problems distracting them from academic work.

FOR THE STUDENTS IN THE H.R. GROUPS OUR OBJECTIVES ARE:

1. to help the student develop insight into his characteristic behavior which has interfered with academic achievement in the past.

2. to present information regarding the characteristics and requirements of different jobs.

3. to administer and interpret vocational interest surveys with students.

4. to help the student in making a tentative vocational choice.

ROCKLAND COMMUNITY COLLEGE | *145 College Road, Suffern, New York 10901* | *914 EL 6-4650*
Special Services Project
Room 2231
Extention 346

APPENDIX J

LIST OF CONTACTS IN ROCKLAND COUNTY

St. Agatha's Group Home	-	354-7946
Birthright	-	(914)623-6077
CETA (Spring Valley)	-	352-5705
R.C.D.C.	-	352-1400
Literacy Programs at local libraries: Nyack Public Library Nanuet Public Library Suffern Public Library Pearl River Public Library		
Contact person - Ronnie Zolin		358-3370
ROCAC (Rockland Community Action Council) Nyack Office, North Broadway Contact person: Ms. Gandy		353-0304
Spring Valley Office, 5 N. Main St., Contact person: Steve Whitfield		356-2305
Social Services - Pomona Mental Health Center		354-0200
OVR (Office of Vocational Rehab) White Plains		946-1313
Rockland County Dept. of Social Services Information and Referral		623-1155

APPENDIX K

Special Services Project | *Room 2231* | *Extention 346*

MEMO TO: ALL FACULTY

FROM: Marie Caruso (Special Services Project)

Date: April 24, 1978

On behalf of the Students enrolled in College Skills and English as a Second Language, I would like to cordially invite you to join them in a Spring Festival: A Showcase of Student Talent on May 1st and 2nd. Your support would be greatly appreciated.

A schedule of events is attached.

MC:pbd
Encl.

State University of New York

SPRING FESTIVAL

SCHEDULE OF EVENTS

Monday, May 1st	10:30	Disco dancing
	12:00 - 12:30	Fashion Show
	12:30 - 1:30	Disco dancing (lessons will be available for those interested)
Tuesday, May 2nd	9 - 2	Displays
	9 - 11:00	Resume writing service
	11 - 12:00	West Side Story- a reading
	1 - 1:45	Role Play -Nacirema
	2:00	Athletics: Sports equipment will be available for those who wish to join us. - Amphitheater field

ALL EVENTS EXCEPT ATHLETICS, WILL BE HELD IN THE COLLEGE BARN.

SPRING FESTIVAL

SCHEDULE OF EVENTS

Monday, May 1st	10:30	Disco dancing
	12:00 - 12:30	Fashion Show
	12:30 - 1:30	Disco dancing (lessons will be available for those interested)
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	1 - 1:45	Role Play -Nacirema
	2:00	Athletics: Sports equipment will be available for those who wish to join us. - Amphitheater field

ALL EVENTS EXCEPT ATHLETICS, WILL BE HELD IN THE COLLEGE BARN.

APPENDIX L

CURRICULUM PROJECTS

1977-78

PROJECT	STAFF
Project to Develop, Modify and Conduct Needs Assessment Process for Special Services Students in College Skills Program.	Ellen Klohmann
Project to Explore Techniques of Teaching Basic Reading and Writing to Adults.	Mary Arbiter
Project to Develop Diagnostic and Prescriptive Procedures for Lower Level Readers.	Ellen Klohmann
Project to Develop Techniques of Teaching Study Skills Related to Written Communication.	Muriel Kool
Project to Develop Techniques of Teaching Study Skills Related to College Content.	Ann Sadler
Project to Explore The Use of Clinical Skills Modules and Other Structures to Develop Techniques of Teaching Decoding and Word Recognition Skills I and II.	Suzanne Allen and Pauline Mogel
Project to Explore Techniques to Increase Students' Understanding of the Relationship Between Oral and Written Communications.	James Naismith
Project to Explore Techniques for Teaching The Translation of Community Dialect into Standard English.	Charles McDearmon
Project to Develop A Taxonomy of Reading, Writing and Study Skills Materials for Developmental Program.	Delores Lewin
Project to Develop Techniques of Teaching Arithmetic Emphasizing Cognitive and Affective Objectives.	Vera Amins and Michael Sentlowitz
Project to Develop Techniques of Teaching Elementary Algebra Emphasizing Cognitive and Affective Objectives.	William Brett
Project to Assess Cognitive and Affective Competencies in Arithmetic and to Prepare a Video Tape Presentation of Teaching Techniques to Meet the Objectives	Louis Contey
Project to Integrate Media in the Developmental Curriculum for Special Services Students.	Michael Holt
Project to Develop A Training Program for Reading Skills Skills Instruction for Student Tutors, Counselor-Tutors and Reading Laboratory Assistants.	Suzanne Allen
Project to Develop Training Films for Special Services Project	Michael Holt

1977-78 Cont'd

PROJECT	STAFF
Project to Develop English As A Second Language Curriculum to Meet Needs of Special Services Students.	Norman Arbaiza and Judith Siegelbaum
Project to Develop, Modify and Conduct Needs Assessment Process for Special Services Students in English As A Second Language Program and to Train Personnel in Implementation of Program	Norman Arbaiza and Judith Siegelbaum

CURRICULUM PROJECTS

1978-79

PROJECT	STAFF
Project to Develop, Modify and Conduct Needs Assessment Process for Special Services Students in College Skills Program.	Ellen Klohmann
Project to Plan and Conduct a Clinical Module in Listening Skills	Hope J. Haas
Project to Plan and Conduct a Clinical Module in Logic and Reasoning	Hope J. Haas
Project to Coordinate Services for Special Services Students Between English As A Foreign Language and The Special Services Project	Norman Arbaiza and Judith Siegelbaum
Project to Assess Services for Severely Educationally Disadvantaged English As A Foreign Language Students.	Norman Arbaiza
Project to Develop Objectives and Curriculum for Understanding Human Behavior	Marilyn Cullinane
Project to Develop Life Skills Seminar in Math Attitudes for Special Services Project.	Marie Caruso

CURRICULUM PROJECTS

1979-80

PROJECT	STAFF
Project to Develop, Modify and Conduct Needs Assessment Process for Special Services Students in College Skills Program.	Ellen Klohmann Delores Lewin
Project to Explore A Holistic Approach to Teaching Communication Skills With Emphasis on The Relationship Between Oral Language Development, Listening Skills and Reading and Writing Skills.	David Nadvorney
Project - Listening: Integrating Process and Content.	Robin Mills
Project to Explore Integration of Clinical Module - Introduction to Study of Literature and Communication Skills.	Martha Ruocco
Project to Integrate Content From the Social Sciences and Study Strategies.	Pola Drescher and Elaine Padilla
Project to Develop Affective Curriculum and Services for Special Services Project Participants in Life Skills Seminars.	Janet Brown
Project to Develop A Mediated Approach to Basic Library Orientation.	Robert Gleason

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Special Services Project | *Room 2231* | *Extention 346*

APPENDIX M

ADVISORY COMMITTEE

FOR

SPECIAL SERVICES PROJECT

1977 - 1978

Mr. Jerry Adler	Ms. Judy McFatter
Ms. Suzanne Allen	Mr. Howard Pierson
Ms. Libby Bay	Dean Walter Reiner
Dean Philip Fey	Dr. Leonard Romney
Dean Margaret Gwynne	Dr. Cleta Scholtes
Mr. Don Lowdermilk	Mr. Mike Sentlowitz
Dean Earl Lowell	Ms. Laurel Tanner
Ms. Catherine Maryland	Ms. Judy Valyo
Mr. Greg Masterson	Mr. Robin Wilkins

MM:pbd

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APPENDIX N

CAREER DAY

WED., DEC. 6th 12-1:30 pm

THURS., DEC. 7th 12-1:30 pm

AT THE BRIDGE BET. ACAD. I & ACAD. II

POLICE WORK - Tom Goldrick, R. C. C.
Criminal Justice Dept.

NURSING - Jackie Whitney, R.N
R.C.Mental Health Inpatient

SOCIAL WORK - Sid Paul, M. S. W.
R.C. Mental Health Assoc.

BROADCASTING - Representative of WRKL

TRAVEL AGENT - Adrianne Garson
Welcome Aboard

INTERIOR DECORATOR - Roz Greene

SCIENCE AND BUSINESS - Chuck Isberg - Lederle Labs

INDEPENDENT BUSINESS - Ed Bouton, Boutons

RETAILING - Fred Weinthal - R. C. C.
Business Department

AUTO MECHANIC - Dave Kavel, B. O. C. E. S

ELECTRICIAN - Vernon Kopf, B. O. C. E. S

APPENDIX O

ROCKLAND COMMUNITY COLLEGE | *145 College Road. Suffern. New York 10901* | *914 EL 6-4650*
Special Services Project | *Room 2231* | *Extention 346*

MEMO TO: ALL FACULTY

FROM: Joe Moore (Special Services Project)

Date: March 30, 1979

On behalf of the students enrolled in College Skills, I would like to coridally invite you to join them in a SPRING FESTIVAL on APRIL 9th - FROM 10 A. M. - 3 P.M. in Room 3101. Your support would be appreciated.

THE FOLLOWING IS THE SCHEDULE OF EVENTS FOR THE DAY

10 - 3	DISPLAYS (Art, photography, ceramics, crafts)
11 - 12	INDIVIDUAL PERFORMANCES
12:30 - 1:30	- REFRESHMENTS AND ENTERTAINMENT
1:30 - 3:00	DISCO DANCING

WJM:pbd

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Special Services Project
Room 2231
Extention 346

APPENDIX P

ADVISORY COMMITTEE
FOR
SPECIAL SERVICES PROJECT
1978 - 1979

Ms. Suzanne Allen
Ms. Libby Bay
Mr. Howard Berry
Mr. Brett Caine
Dean Philip Fey
Ms. Meg Gianfagna
Mr. Robert Gleason
Dean Margaret Gwynne
Ms. Mary Hayden
Mr. Don Lowdermilk

Dean Earl Lowell
Ms. Catherine Maryland
Ms. Judy McFatter
Mr. Howard Pierson
Dean Walter Reiner
Dr. Leonard Romney
Dr. Cleta Scholtes
Mr. Mike Sentlowitz
Ms. Judy Valyo
Mr. Robin Wilkins

MM:pbd

APPENDIX Q

ROCKLAND COMMUNITY COLLEGE | 145 College Road, Suffern, New York 10901 | 914 EL 6-4650
Special Services Project
Room 2231
Extention 346

MEMO TO: Larry Guerney

FROM: Marie Caruso

RE: Admissions Newsletter

Date: January 23, 1979

Attached is a short article on the Career Day sponsored by the Special Services Project for inclusion in the next Admissions Newsletter.

Dr. Martin can answer any questions not covered in this material.

MC:pbd
c.c. to Dr. Martin

COMMUNITY PEOPLE REPRESENT CAREERS

On Wednesday December 6th and Thursday December 7th, community people representing 11 Careers spoke with students at the college. The two day session offered students the opportunity to question the experts on getting started in a career, what training might be needed, and how much a beginner might earn. But perhaps most useful to the student was the candor with which the resource people shared their own job experience, putting flesh on the bones of the statistics.

Community representatives participating were:

POLICE WORK	George Hackett Tom Goldrick,	R.C.C. Criminal Justice Dept.
NURSING	Janice Schwartz Sheila Burke	R. C. C. Nursing Dept.
	Jackie Whitnes	Rockland County Mental Health Inpatient
SOCIAL WORK	John Edmonds	Rockland County Mental Health Association
BROADCASTING	Morton Siegel Ms. Bobbie Lewis	Manager W, R, K. L W.R.K.L.
TRAVEL AGENT	Mrs. Adrianne Garson	Welcome Aboard Monsey, New York
INTERIOR DECORATOR	Roz Greene	Upper Nyack, New York
SCIENCE AND BUSINESS	Chuck Isberg Gerald Stein	Lederle Labs Pearl River, New York
INDEPENDENT BUSINESS	Ed Bouton	Boutons, Spring Valley, N.Y.
RETAILING	Fred Weinthal	R. C. C. Business Department
AUTO MECHANIC	Dave Kavel	B.O.C.E.S, West Nyack, N.Y.
ELECTRICIAN	Vernon Kopf,	B.O.C.E.S, West Nyack, N.Y.

This Career Day was the first planned and executed by the Special Services Project staff which hopes to make it an annual event.

MC:pbd
1/23/79

Special Services Project *Room 2231* *Extention 346*

TO: ALL COLLEGE SKILLS AND SPECIAL SERVICES STAFF MEMBERS

FROM: Joanne Carle' Hess Joanne Carle' Hess

RE: Career Day

March 18, 1980

The following careers will be represented on Career Day, Monday, March 24th, from 11:00 to 1:00 on the Bridge between Academic I and Academic II:

1. Radio Broadcasting - Announcer from WRKL
2. Computer operations/programming - Jim Robinson
   Assistant Director
   Rockland Research
3. Social Work - Ada Kwah - Department of Social Services
4. U. S. Army - Sgt Frank Faasse, Jr.
5. U. S. Marines - Sgt. Bill Laverick
6. Law - Mr. Paul Stolzer, Lawyer
7. Exterminator - Mr. Rosenfeld
8. Police work - Chief Hasbrouck - Suffern Police Department
9. Nursing - Eleanor Harris, Staff Head Nurse - Good Sam Hospital
10. Hotel/Motel Management - Mr. Sokeide - Manager Holiday Inn, Suffern,
11. Travel Agent - representative from Alice in Travel Land - Travel Agen
    Spring Valley, New York
12. Real Estate - Alan Yassky from Rockland Realty

These people are sacrificing time - and in some cases money - to be here.

Please encourage (give an assignment?) all students to attend and ask questions!

- Thanks!

JCH:pbd

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APPENDIX R

THE SPECIAL SERVICES

PROGRAM

presents

Spring Festival

1030 to 1200
- Gospel Group
- Jamaican Poetry and Songs
- Dramatic Reading from "For Colored Girls Who Have Contemplated Suicide When the Rainbow Isn't Enuf."
- Poetry Readings

200 to 230 Lunch - Taste specialities prepared by students.
View Display Arts

230 to 00 The Fashion Show

00 to 30 Film "College Skills and RCC" - Room 3108
Directed by Bill Bollinger

30 to 230 Disco

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ROCKLAND COMMUNITY COLLEGE
Special Services Project
145 College Road, Suffern, New York 10901
Room 2231
914 EL 6-4650
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APPENDIX S

ADVISORY COMMITTEE
FOR
SPECIAL SERVICES PROJECT
1979 - 1980

Ms. Libby Bay
Mr. Howard Berry
Dr. Philip Fey, Vice President
Mr. Robert Gleason
Ms. Margaret Gwynne,
Assistant to President
Ms. Jane Hanne
Ms. Mary Hayden
Dean Earl Lowell
Ms. Catherine Maryland

Ms. Judy McFatter
Ms. Terry Merkel
Mr. Howard Pierson
Dean Walter Reiner
Dr. Leonard Romney
Dr. Cleta Scholtes
Mr. Mike Sentlowitz
Ms. Judy Valyo

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MM:pbd

APPENDIX T

CONSULTANT'S REPORT - SPECIAL SERVICES PROJECT

Dr. Janet R. Brown
October 1, 1978

The curriculum projects were generally beneficial for several reasons: 1) the people who engaged in the projects were forced to look at their own instructional processes and to think about what they did and why they did it; 2) they provided a vehicle for involving the Special Services Staff in a way which might not have been accomplished otherwise; 3) several ideas were generated which can be utilized immediately and 4) some important observations were made which can be used to generate policy and procedural changes in the program. It is my opinion, nevertheless, that the curriculum projects as such have served their purpose at this point and should not routinely be continued. There are, however, several curriculum areas still to be dealt with and several projects which need to be done.

Mathematics

In the arithmetic area some curriculum work is still needed. The arithmetic module should be developed using a mastery model. Clear cut objectives (competencies) need to be specified and prescriptive learning packages developed for each objective. Adequate time and facilities need to be allocated for students to master each of these competencies and mastery tests developed to assess mastery. A laboratory would probably be the most efficient and cost-effective way to allow for the increased amount of time necessary for mastery learning. The role of the master instructor would be to assess the students at entry, to delimit the competencies to be mastered, and to decide with the student what packages will be required. The actual implementation would be done both in class and in lab under the direction of a para-professional. The master instructor would develop a set of exit criteria from arithmetic and determine when the student had mastered the exit criteria.

Reading

The feedback from the curriculum projects in reading suggests that Module I really consists of two groups of students: those reading between 1st and 5th grade and those reading between 6th and 8th grades. Two different sets of objectives and materials

Study Skills Module to achieve this goal, more emphasis needs to be placed on developing and discovering "The Model." It is not enough merely to practice the Skills in a specific content area. After the practice has gone on for a while, the student must be assisted in discovering a generalized model which explains what he/she has been doing and why he/she has been doing it and how all of this relates to his/her college goals. With the skills students, repeated practice until overlearning occurs is absolutely essential. Furthermore, an understanding of the principles involved and a rationale are also essential if transfer is to occur.

Clinical Module

The Clinical Module, as it is currently conceived, is a vehicle for allowing the student to do more intensive work in an area of his/her need. I would propose that this component of the program can still be used to serve this need, but at the same time allow for increased use of a variety of faculty. The Skills program staff have many unique qualities and areas of expertise. As a way of allowing more students to come into contact with more, different instructors, I would suggest that various instructors teach the Clinical Modules instead of the Communication Skills classes. In this way, a student would have one instructor for Communication Skills with the defined focus of a particular module with its objectives and competencies. The student would then be assigned to an appropriate Clinical Module with another instruct and have work which would complement and supplement the work of the Communications Skills class. Lower level Module I students whose work in Communication Skills was previously in reading would be assigned to a Clinical Module in which the approach utilized was speech. The idea would be two-fold: to provide different approaches to solving problems relating to communication and to provide a greater spread of effect of unique instructional approaches than would otherwise be achieved. I think that this use of the Clinical Module will enhance the utilization of the Special Services staff.

approach to learning. We have specifically encouraged the math instructors to develop a mastery approach in arithmetic. However, it is important that the rest of the staff understand that a mastery approach underlies the whole College Skills Program and to understand the relationship between the mastery approach and the clinical teaching model which is also implicit in the College Skills program. Attached to this report is a copy of the paper which I prepared to make those relationships clear and to provide the rationale for the activities of the program. In addition, redefining the objectives and competencies for the Communication Skills modules and delimiting the exit criteria for Module I and Module II will engage the staff and focus their attention on the skill-mastery base of the program. I think the staff of College Skills is dedicated and hard working and the tasks which we are suggesting will add a burden to their already over-loaded lives; therefore, they need an environment which is as supportive and as facilitative as it can possibly be in order to accomplish this task.

The Counselor-tutors

In an effort to evaluate some of the affective goals of the program, we will be running some training sessions with the counselor-tutors. We will be using an intimacy index developed at Temple University as a measure of the growth and development of group openness and group trust. The success of the group experience in promoting affective goals will be dependent upon the ability of the group members to respond to each other in open ways, with trust and in the belief that the group is facilitative rather than harmful. The training sessions will also focus the counselor-tutors on their role in promoting group cohesiveness and openness.

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Assessment

The whole area of assessment and evaluation represents unfinished business. This area is the most vital in the College Skills program and although we have had some

APPENDIX U

MASTER OF ARTS IN TEACHING PROGRAM

June 5, 1978

Dr. Margaret Martin
College Skills Department
Rockland Community College
145 College Road
Suffern, N. Y. 10901

Dear Dr. Martin:

Thank you for giving me the opportunity to work with you and your colleagues. I thoroughly enjoyed it and I look forward to further association with Rockland Community this summer.

Could I please impose upon you to xerox and distribute the report to interested parties as our xerox machine is not in working order at this time.

Sincerely yours,

Dr. Liliane Gaffney,
Coordinator for Foreign
Languages, ESL &
Bilingual Education,
M.A.T. Program

LG:dw
Enclosure

P.S. -
Please tell Dr. Arbaiza that I will send him a xeroxed copy of the "chicken" test plus notations as soon as the xerox machine is working!

MAY 31, 1978

EVALUATION REPORT ON ESL PROGRAM
at
ROCKLAND COMMUNITY COLLEGE,
Suffern, Spring Valley, Haverstraw, NY

Submitted by Dr. Liliane Gaffney

The following evaluation is based on

a) observations of ESL and Sociology classes at the Suffern, Spring Valley and Haverstraw campuses.

b) discussions with Master Instructors, paraprofessionals, teaching assistants, students

c) assessment of oral and written skills of a sampling of students

d) description of the program as described in Dr. Arbaiza's memo re: ESL program (4/24/78)

e) evaluation of the placement/exit test.

Dr. Arbaiza's report describes in outline form a sound academic program with general guidelines well designed to achieve the stated aims, namely, the eventual integration of ESL students with native American students.

The following factors appear to be the cause of the program reaching only partly the report's stated aims.

A. Lack of objectives and curricula for each level and type of course.

This situation exists on the three campuses. The selection of a curriculum and texts is left almost entirely to the individual instructors.

Suggestions:

I. A Specific curriculum for each level should be developed after establishing clear, behavioral objectives which take into consideration the type of courses for which they are designed.

Since two types of population are being served by the program, two types of role-based courses would appear necessary:

1. academic, i.e., serving the students who are likely to pursue a college education
2. functional, i.e., serving the students' special needs in terms of jobs and participation in American society.

For the academic courses, a minimum core curriculum for each level should be common to the three campuses. Variables due to location, population, etc. can help instructors determine what, if anything, is to be added to this core curriculum.

All instructors involved in the program should cooperate in developing general and specific objectives, curricula and a diagnostic/evaluation test reflecting these objectives, as well as in selecting texts which best serve the objectives.

The instructor(s) with background in the areas of curriculum and materials development and testing should act as leader(s) of the group and take on the responsibility for finalizing the contributions of all instructors.

Great care should be exercised to integrate all levels into a coherent whole.

II. The existing categories -- beginning, intermediate, advanced -- are quite adequate as a framework. However, given the heavy burden of preparing students for successful operation in Freshman English classes where the reading and writing skills are so heavily stressed, the following suggestions might prove helpful:

1. A workshop in phonology and conversation given by an instructor well acquainted with articulatory phonetics and with some background in comparative phonology. In all classes the general level of speaking ability is below expectations, indicating that the oral skills should receive special attention especially in view of the findings of psycholinguistic research.

2. More integration of the sociology course with advanced ESL classes. This can be accomplished by giving the sociology instructor a weekly outline of objectives in language and culture.

3. A volunteer center where American students would volunteer to tutor ESL students. Once in a while, the tutors could also audit regular academic classes with the advanced ESL student for whom they are responsible. The volunteers should be provided with a check sheet of activities recommended by the instructor for the following week.

B. Organization and Selection of Personnel

I. The responsibilities of the Master Instructors as delineated in Dr. Arbaiza's report (see p. 2) do not seem to utilize their resources fully.

Suggestions:

1. It might be more profitable to have one coordinator whose functions would be
   a) to articulate the program on the three campuses and supervise the implementation of objectives
   b) to hold regular seminars or workshops where problems can be discussed and training in methodology and techniques can be offered
   c) to observe the teaching of all instructors on a regular basis and discuss the observation in a critique session
   d) to give a class each semester where theory could be observed in practice
2. Discipline and tardiness could be delegated to the paraprofessionals

3. All Instructors should have, or acquire, training in ESL methodology
4. All Instructors should function at near-native level in all skills of American English
5. All Instructors should be encouraged to observe their colleagues once in a while.

II. Physical organization

The operation of the program on the three campuses presents both advantages and disadvantages.

Advantages

1. Accessibility to students (thereby facilitating attendance)
2. Psychological encouragement, e.g., increased pride in their community

Disadvantages

1. No opportunity to mix with native American students
2. No reinforcement through community contacts (especially in Haverstraw)
3. No opportunity to attend recommended workshop in phonology unless it be given on the three campuses or to take advantage of the proposed volunteer center
4. No opportunity to start integration in campus life, socially or academically. This is especially detrimental to advanced students. It might therefore be advisable to have advanced students attend the Suffern Campus. As for beginning and intermediate students, regular, organized visits would be beneficial.

Conclusion: The program at Rockland Community has great potential for becoming an excellent ESL program. All personnel involved appear dedicated.

III. HAVERSTRAW PROGRAM:

The population of this campus is exclusively Hispanic and Spanish is used as well as English as instructional tool. This type of situation can be excellent if structured to take advantage of the benefits of the bilingual setting while eliminating as much as possible the drawbacks inherent to such programs.

As it is functioning now

1. The students hardly use English as a means of communication in the classroom
2. The achievement level as compared with the other two sites is very low in all classes

Recommendations for Haverstraw Campus:

1. In addition to an English test, a Spanish test to determine level of literacy in the students' native language
2. Instruction in Spanish only for those whose degree of literacy is inadequate. (The level should be based on which role-based course the students will attend.)
3. Courses in American English can be preceded and followed by preparation and clarification in Spanish. For instance, grammatical and cultural concepts may be introduced in Spanish with the instructor clarifying the corresponding Spanish concepts. A discussion session in Spanish may be provided after the presentation in English. This approach presupposes
   a) a specific curriculum with well defined objectives
   b) team teaching of a sort
   c) one of the instructors in the team with some background in comparative and applied linguistics as well as in cultural anthropology methods. (This may sound utopic but it is quite feasible).

4. Systematic contact with other campuses and, if possible, the establishment of a volunteer center at Haverstraw.

Generally speaking, it should be kept in mind that Spanish is being used to help the students achieve a certain degree of acculturation as well as maintaining their pride in their cultural heritage.

C. Placement/Evaluation Test

As it stands, the test is quite adequate in the areas of vocabulary and morphology.

Recommendations:

1. Ascertain that vocabulary of various types and different degrees of difficulty appear in the test items.
2. Ascertain that morphology of various types and different degrees of difficulty appear in the test items.
3. Replace the spelling items with a short dictation.
4. Incorporate items dealing with syntax and with function words.
5. Incorporate cultural awareness questions asking for
    - a) hyposthеses about given situations
    - b) evaluations of cultural patterns
6. Add on oral component where students are put on tape

APPENDIX V

This report is based on Dr. Clara Velazquez' observations of the English as a Second Language Program at Rockland County Community College of SUNY. These observations were made during the period covering May 18, 1978, May 22, 1978 and May 25, 1978. An oral evaluation has preceeded this written report. This evaluation has been submitted to Dean Gwaynne, Dean Berry & Dr. Arbaiza on May 25th.

COURSE OFFERINGS AND CLASSROOM SITUATIONS

The observer visited ESL classrooms and spoke to teachers and students in the Main Campus on her first visit to the program. It was felt that the the courses had good initial planning and the students were learning, as evidenced through conversations with them. Having an immersion program is a great accomplishment and it is to be commended. Few government colleges are willing to offer this type of services to their ethnolinguistic populations. This unique move shows that the college administration has the foresight to understand a need and the flexibility to respond to it.

Nevertheless, it is felt that course objectives should be written and implemented throughout the program. This should be done taking into consideration that program goals are transitional and that the student at the end of the ESL sequence will be expected to function at a level compatible with a beginner English composition student. Because of this, program instruction should be geared to the teaching of the phonological, morphological and syntactic aspects of the English language. Every teacher should have a course guide which will plan her activities and which will provide for a uniform exit criteria for each course in the sequence. That is to say, the terminal behavioural objectives for each course in the sequence should be the same. As it stands now, it was observed that each teacher seemed to be covering objectives from her personal perspective of the program as a whole.

It should be remembered that in the teaching of English as a second language there are four basic skills to which students should be exposed. These are listening, speaking, reading and writing. The emphasis placed on each of these skills should be geared to the student categories which the college serves. In other words, the goals of the ESL program must supplement the goals of the college curricula.

Although the observer was quite impressed by the Main Campus program progress, during the visit to the Haverstraw and the Spring Valley Satellite Centers the situation was found to be somewhat different. The students seemed not to be learning as much as in the Main Campus. This seemed to be due to the community situation in which they found themselves. Too much emphasis and too much exposure to the maternal tongue of the students was being placed in the classroom situation. The ethnic composition of the classrooms was similar in both satellite centers. This gave no opportunity for the students to practice the target language. As a result, Spanish or Creolle was used as a linguistic crutch. The Haverstraw Center had a more acute situation than the Spring Valley Center in this respect. The students at Spring Valley seemed to be communicating in English better than those at Haverstraw but it still appeared as if too much communication in Creolle was going on. A one to one combination of the centers' Creolle and Spanish populations could ameliorate this classroom situation forcing the students to communicate in the target language. The use of English as a vehicle of communication within the classroom setting is a very important goal in ESL teaching. The communities from which these students come afford very few opportunities for English communication. The classroom setting must fill this gap. An integration of the classroom populations will place the student in a situation where they could practice in real-like situations what they learn in the school.

TRACKING SYSTEM

If the program is going to offer what the students need and if it will live up to their expectations a tracking system should be designed and implemented. Each track should follow its own curriculum, one specially prepared to meet the academic or vocational needs of the students following each particular track.

According to my observations, the school seemed to have three types of students:

1) Students planning to transfer to senior colleges after completion of an associate degree
2) Students who do not intend to go beyond the associate degree
3) Students who may only be interested in taking ESL courses, a High School equivalency course of study plus a viable skill, e.g., typing, computer training, office machines, filing, translation techniques, etc.

For those students in category one the program should offer an ESL sequence that would eventually mainstream them into the regular college composition courses. This ESL sequence should also prepare the students to function within an academic setting in as many college disciplines as the college would allow. The rationale behind this is that at the junior college level the student is being exposed to as much interdisciplinary learning as possible and the ESL program should prepare the student linguistically for this type of learning. Moreover, the program should expose linguistically different students to the American system of learning so as to prepare them to cope with the methodologies developed in the classroom at the junior and senior college level. Emphasis in this course of study should be on reading and writing. These are the skills necessary to function in the world of academia.

Students in category two can be serviced through complete immersion in ESL courses. Exposure to academic courses is beneficial as this is another form of learning a language. This track could also place the student in some sort of career oriented program since it is a known fact that two years of liberal arts courses do not prepare individuals to function successfully in the world of work. Emphasis should be placed on speaking and reading. These are the most needed skills to succeed in the world of work.

The third category of students should be completely immersed in English emphasizing the aural/oral skills. These are the most needed skills in a blue collar/white collar working situation. This type of student wants to use English in a working situation as soon as possible besides wanting to acquire the skills needed to obtain a job.

The implementation of a three-track ESL program would prevent the college from wasting funds not geared to the students' needs and expectations.

It should also be mentioned that this type of programming would probably attract foreign students willing to pay for an American college education and who would be in need of learning English in order to work in their own countries in jobs servicing English-speaking tourists, diplomatic careers, office jobs, foreing service, etc. If this type of student is attracted to the school this would mean additional sources of funds for Rockland College.

FACULTY

The teachers at Rockland County Community College were dedicated and laborious. Nevertheless, they seemed to be in need of training in the art of teaching English as a second language. This training could be provided through an intensive teacher-training program, through observations of actual trained teachers in real classroom situations and/or through video-tape viewings. In spite of their dedication the observer felt that there was a feeling of concern at the high rate of teacher turn-over. Lack of motivation was viewed as one of the reasons for the teachers' rate of mobility. Once the teacher acquires expertise she wants to move on to a better- paying position. The end result is the feeling that the college is becoming a training ground for other institutions. The flow of teachers presuposes an in-flow of new and untrained teachers into the college.

The high teacher turn-over will not be beneficial to Rockland County Community College students as they will be constantly facing new teachers who do not know the methodologies needed to deal with the specialized student populations they service. This means that the faculty will never get to know the students' learning styles nor their characteristic problems. This situation can affect the program curriculum as the teacher will not be able to acquire enough knowledge about the students to refine the curriculum properly nor adapt their own teaching styles to the students'-learning styles. It is a known fact that in order for a curriculum to serve its target population properly it must be constantly refined to meet the changing needs and expectations of the students. In order for a program to refine, revise and modify its curriculum, the peculiarities of the student population must be thoroughly known.

OTHER RECOMMENDATIONS

1) Program must have a specific set of objectives in written form.
2) A specific program-wide set of textbooks should be adopted.
3) A placement test covering at least three of the four basic English skills (listening, reading and writing) should be adopted. If possible, one designed to test students with Rockland College characteristics.
4) A less difficult reading test should be adopted. If possible, one designed to test students of ESL.
5) Salaries should be increased in order to augment the level of motivation and aspiration of the faculty.
6) Higher educational standards should be adopted, e.g., bachelor degrees for new teachers

ATTACHMENTS

1. ESL bibliography(sent to Dr. Arbaiza)
2. Model course module
3. Model description of an ESL program at the junior college level

Documents already provided to program

1. Model teacher evaluation form given to teacher coordinator at Main Campus.

cc: Dr. Arbaiza
Dean Gwaynne

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
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